DOCUMENT RESUME

ED 105 912 JC 750 305

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TITLE An Institutional Research for the Purpose of Measuring the Effectiveness of Instructional, Curricular, and Personnel Services to the Transfer Students at Olney Central College.
PUB DATE Jul 72
NOTE 109p.; Ph.D. dissertation, Walden University

EDRS PRICE MF-$0.76 HC-$5.70 PLUS POSTAGE
DESCRIPTORS Articulation (Program); Counseling Services; Curriculum Evaluation; Faculty Advisors; *Followup Studies; *Graduate Surveys; *Junior Colleges; Post Secondary Education; Program Evaluation; *Student Opinion; Teacher Evaluation; *Transfer Students
IDENTIFIERS Illinois; *Olney Central College

ABSTRACT

During 1971-72, graduates of Olney Central College (OCC) who had transferred to a four-year school were asked to rate OCC's instructional, curricular, and personnel services, to determine how adequately the college meets the needs of its students. Students' reactions to thirty-eight statements about the college were registered on a Likert-type rating scale. Responses were received from 133 (51.4 percent) of the 259 students who received the survey instrument--respondents had all graduated from OCC between 1968 and 1970. Tables indicating responses to each statement are included, and implications of the results are noted. The transfer students as a group reported they were satisfied with the services at OCC. They gave a high rating to the quality of the faculty, the personnel services, and the courses offered as preparation for four-year college work. Academic advisement was not rated as highly as most areas of the instructional program. The most favorable ratings were given to the instructional faculty in the areas of subject matter expertise, teaching ability, and interest in their students. The survey instrument is appended. (Author/AH)

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AN INSTITUTIONAL RESEARCH FOR THE PURPOSE OF MEASURING THE EFFECTIVENESS OF INSTRUCTIONAL, CURRICULAR, AND PERSONNEL SERVICES TO THE TRANSFER STUDENTS AT OLNEY CENTRAL COLLEGE

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Doctor of Philosophy

Walden University
July, 1972

JC 750 305

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ACKNOWLEDGEMENT

Appreciation is extended to Dr. James Parejko, the writer's regional adviser, for his invaluable counseling and assistance during the past year; to Dr. Harold L. Hodgkinson, Research Educator, Center for Research and Development in Higher Education, University of California at Berkeley, for his invaluable counseling and assistance in my research project; to the entire Evaluation Committee for their assistance; to Dr. Joseph Carol, Member of Board of Advisers, for his guidance and professional assistance; to Gail L. Lathrop, President of Olney Central College, and his staff for their assistance in the conduct of this study; to the graduate and transfer students of OCC for their cooperation and assistance in this study; to the special typist, Jodell Reagin, for her scholarly work; and a special thanks to my dear mother, sister, Margaret and her two children, Michael and Terri, for their patience and understanding and who sacrificed many pleasures during the writer's year of graduate study.

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CHAPTER I

NATURE AND SCOPE OF THE PROBLEM

The importance of institutional research in the junior college was emphasized by Cohen when he stated:

> Now that the junior college is fairly launched and has carved a niche in American higher education, calls are being made for research to demonstrate the effectiveness of its programs, to help institutional planning, and generally to improve the quality of education received by its enrollees. The Peterson Report (1965, p. 26), a study of California junior colleges, ranked research second only to "Improvement of instruction" as a critical need. The report noted particularly that research should be conducted by the institutions, . . . as a way of enhancing instruction.[1]

O'Connor also emphasized the need for institutional research in junior colleges when he stated:

> Follow-up research is as important to the junior college as market research is to a pioneering business. Without the data obtained from such research, it is impossible for junior colleges to respond quickly and effectively to the dynamic forces which shape and change communities and which have such obvious impact on their citizens.
>
> . . . . . .
>
> The need for institutional research in the junior college is imperative, perhaps even more so than in the four-year institution. Two-year colleges must be especially sensitive to all sociological and technological changes if they are to meet the needs of business and industry and at once satisfy the requirements of students with a broad range of interests, aspirations, and abilities.

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[1]Arthur M. Cohen, Dateline '79: Heretical Concepts for the Community College (Beverly Hills, Calif.: Glencoe Press, 1969), pp. 101-102.

> Moreover, junior colleges have only two years, sometimes less, in which to make an impact on their students. Follow-up, therefore, is an indispensable aid to vitality, efficiency, and productivity of the institution.[1]

The Joint Committee on Junior and Senior Colleges of the American Association of Colleges, the American Association of Junior Colleges, and the American Association of Collegiate Registrars and Admissions' Officers recognized the need for research on the performance of transfer students in 1961 when a longitudinal study of transfer students was undertaken at the Center for the Study of Higher Education at the University of California at Berkeley, California.[2]

Johnson stated that no industry can survive without knowing what it produces. Too often, however, our colleges are vague and indefinite about their outputs.[3]

Blocker, Plummer, and Richardson stated, "If the two-year college is to adapt to the changing environment, provide quality education, and evaluate its educational product, well-designed institutional research is essential."[4]

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[1]Thomas J. O'Connor, Follow-Up Studies in Junior Colleges: A Tool for Institutional Research (Washington, D. C.: American Association of Junior Colleges, 1965), pp. 9-10.

[2]Dorothy M. Knoell and Leland L. Medsker, Articulation Between Two-Year and Four-Year Colleges, Cooperative Research Project No. 2167 (Berkeley: University of California, 1964), p. 1.

[3]Byron L. Johnson, Islands of Innovation Expanding: Changes in the Community College (Beverly Hills, Calif.: Glencoe Press, 1969), p. 304.

[4]Clyde E. Blocker, Robert H. Plummer, and Richard C. Richardson, Jr., The Two-Year College: A Social Synthesis (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1965), p. 286.

O'Connor emphasized that institutional research provides the student with reliable information regarding the success of former students transferring from junior colleges to four-year colleges; it provides a basis for reducing the number of students who leave college before satisfactory completion of work; it justifies subject requirements for graduation; it gives incentives for developing traits and competence in ways shown to be requisite for future success; it provides the instructor with firsthand evidence of the effectiveness of his teaching, the reasonableness of his standards, and the relevance of the material he includes in his courses. The results of an institutional research study give the academic advisers a factual basis for advising students regarding career choices, sources of advanced study, course solution, extracurricular participation, and success expectation. It also provides the college with data upon which to base admission policies; develop and organize course content; establish performance standards; improve articulation with parents, high schools, and industry; and suggests a means of planning new curricula and other extensions of educational effort. Finally, but not least important, institutional research offers the community means of identifying gaps in educational services; creates confidence in the efforts of the college; increases the productivity of college trained recruits; and provides means of insuring effective occupational training.[1]

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[1]O'Connor, Follow-Up Studies in Junior Colleges, pp. 9-10.

Educational research of the type to measure the junior college's services to the transfer students is needed, but to date it has not been one of the junior college's major priorities, especially at OCC (Olney Central College), a junior college located in the center of a rural agricultural area in the Southeastern section of Illinois. Cohen stated that Swanson reported in 1964 that only one junior college in five had a formally organized research program.[1]

PURPOSE OF THE STUDY

The purpose of this study was to ask former students to rate the instructional, curricular, and personnel services to the transfer student at OCC to determine how adequately the college meets the needs of those it serves. Such a research program will help evaluate the college's program and efforts. The basic aim was to secure the judgments of students regarding the services as an aid to strengthening those services. No such research has been performed since the college was founded in 1963; the results of the research are desired by all concerned, including the North Central Association of Schools and Colleges. Junior colleges often are judged as to their effectiveness largely on the basis of the academic success of their students, who transfer to four-year colleges and universities. Accreditation teams direct substantial attention toward transfer courses, perhaps because

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[1]Cohen, Dateline '79, p. 102.

these teams feel that they can best evaluate the effectiveness of instructional, curricular, and personnel services to the transfer students by the two-year college.

The purpose of the study was to secure the ratings of students of OCC who have transferred to a four-year college or university to help in evaluating the instructional, curricular, and personnel services to the transfer students at OCC.

DEFINITION OF TERMS USED

As used in this paper, the terms defined below shall be interpreted to mean as follows:

Articulation. A process which provides a continuous flow of students from grade level to grade level and from school to school. Articulation also refers to the interrelationships between school and colleges--all activities that affect the movement of students.[1]

Curriculum. The junior college curriculum refers to all the courses, credit or noncredit, offered by a junior college. It is a tool of instruction.[2]

General Education. There are many definitions of general education. Thornton defines it as a program of education specifically designed to afford young people more effective preparation for the responsibilities that they

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[1]Frederick C. Kintzer, Nationwide Pilot Study on Articulation, Topical Paper No. 15 (Los Angeles: ERIC University of California, 1970), p. 1.

[2]James W. Reynolds, The Comprehensive Junior College Curriculum (Berkeley, Calif.: McCutchan Publishing Corporation, 1969), p. 1.

share in common as citizens in a free society and for wholesome and creative participation in a wide range of life activities. General education is but one element of a complete education; nearly all will need to add to it courses which prepare them for their occupations and courses which satisfy special interests of a nonvocational nature.[1]

Individualized Instruction. The theory that within the total learning associated with a given course, part may be mastered just as well by the student with either no assistance, or at most, only a minimum of assistance from the instructor.[2]

Instruction. Instruction is defined by Cohen as the application of treatments in a sequence designed to cause people to learn--generally the manipulation of the learner's environment to bring about desired change.[3] As defined by the Dictionary of Education, it is the interaction between the student and teacher, in which teaching and learning occur simultaneously.[4]

Junior College. Throughout this study, the terms "two-year college," "community college," and "junior college" were used synonymously. Different states and various

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[1]James W. Thornton, Jr., The Community Junior College (2nd ed.; New York: John Wiley and Sons, Inc., 1966), p. 198.

[2]Reynolds, The Comprehensive Junior College Curriculum, p. 127.

[3]Cohen, Dateline '79, p. 174.

[4]Carter V. Good, (Ed.), Dictionary of Education (New York: McGraw-Hill Book Company, 1959), p. 149.

professional educators have provided a series of definitions. The definition can be approached from various points of views as stated by Kelley and Wilbur, ". . . by title of the institution, by number of years offered, by programs, by control and/or finance, and by other special means."[1] For the purpose of this study, a public junior college is a two-year collegiate institution of higher learning controlled by a district board of trustees and operated under statutory provisions, publicly financed, conferring no higher than the associate degree, and offering lower division transfer programs or university parallel programs, terminal and/or vocational programs of varying length, adult and/or evening courses, and a counseling and guidance program to meet the needs of the student body. To be sure, this is an ambitious undertaking. Medsker commented that no other unit of American higher education is expected to serve such a diversity of purposes.[2]

Transfer. The term applies to students and curricula. Transfer courses or curricula are those designed for acceptance for credit in senior institutions. Transfer students are those who expect to continue or have continued their studies in a four-year college.

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[1]Win Kelley and Leslie Wilbur, Teaching in the Community Junior College (New York: Appleton-Century Crofts, 1970), p. 4.

[2]Leland L. Medsker, The Junior College: Progress and Prospect (New York: McGraw-Hill, 1960), p. 4.

LIMITATIONS AND DELIMITATIONS

The research was limited to the services performed pertaining to curricular, instructional, and personnel services for only the transfer students to primarily the four-year institutions in the state of Illinois. There were a few students who transferred to out-of-state universities, however. It was further limited to the responses by and successes of students only, including grade point averages and other information pertaining to students' achievements given by one state university. The success of the institution can best be measured by the success of its former students.

The following chapter has a review of the related research. The research design, the population surveyed, the instruments designed, and the employment of the instruments are discussed in Chapter 3. The results of the study follow in Chapter 4. Finally the conclusions, summary, and recommendations for OCC and for use by other educational institutions are presented in Chapter 5.

CHAPTER II

REVIEW OF RELATED RESEARCH

Since institutional research for the purpose of evaluating the instructional, curricular, and personnel services to the students, particularly transfer students, in the junior colleges is of such major importance, one would expect that such topics had been systematically studied, analyzed, and widely discussed in professional literature. Such was not found to be the case, however. A major junior college transfer study was completed at the Center for the Study of Higher Education, University of California, Berkeley,[1] and published in 1964, but, other than that, literature on major studies is limited and fragmentary. The study at Berkeley reported that Illinois did not have a highly developed plan for articulation among all colleges.[2] In addition, Hurlburt reported that nineteen states did not have any transfer policies and procedures.[3]

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[1]Dorothy M. Knoell, "Focus on the Transfer Program," Junior College Journal, XXXV (May, 1965), p. 5.

[2]Knoell and Medsker, Articulation Between Two-Year and Four-Year Colleges, p. 84.

[3]Allan S. Hurlburt, State Master Plans for Junior Colleges, Monograph No. 8, 1969 (Washington, D. C.: American Association of Junior Colleges, ERIC Clearinghouse for Junior Colleges, 1969), p. 41.

No studies using the responses and/or ratings of the transfer students involved were discovered. Most of the studies based their evaluations on records and/or judgments of the four-year institutions and/or the junior colleges involved. Most of the studies and writing related not to the evaluation of instructional, curricular, and personnel services, but to articulation and other factors pertaining to junior colleges.

An extensive search for publications of books, reports, and periodicals in university libraries and other sources, including a search by ERIC (Educational Resources Information Center) was made for studies completed relating to this study. A review of the research related to transfer students of the junior colleges indicates that the expansion of the two-year college has been one of the most rapid developments in post-high school education and not without their problems, some of which are unique, perhaps as a result of such a diversified population of students. Some of the problems related to interpreting needs, providing for a diversity of programs, and articulation with the four-year institutions of higher learning.

Since it was the purpose of this study to collect student ratings of the services performed in the areas of instructional, curricular, and personnel services by the junior college, the discussion of the related research material was

placed under these areas. Instruction and curriculum were combined under one heading because of the interrelationships of the two.

INSTRUCTION AND CURRICULUM

During the first six months of his intensive field visits of seventeen community and junior colleges in fourteen states in 1971, Gleazer reported that in general junior colleges still emulate the instructional procedures and organizational patterns of four-year institutions and that faculty members are still oriented to the disciplines to which they were trained as graduate students. There was some evidence of new strategies for learning, such as individualized instruction, programmed textbooks, computer assisted instruction, and the learning resource centers; but not much is being accomplished in the development of a curricular approach that gets at core interests of students that cut across subject matter or discipline boundaries.[1]

The Report on a National Study of Nearly 8,500 Students from More than 300 Two-Year Colleges by Knoell stated that among the students who transferred as juniors 45 percent graduated two years after transfer and only 35 percent of those who transferred with sophomore standing graduated on time. A financial problem was a factor in the

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[1]Edmund J. Gleazer, Jr., "Project Focus--Some Impressions to Date," Junior College Journal, XLII, (Aug./Sept., 1971), p. 8.

decisions of about 40 percent of the transfer students who withdrew of their own choice. About one-third of the voluntary withdrawals and two-thirds of the students who were dismissed felt that some type of motivational problem was a major factor in their dropping out, such as disappointment in the four-year institution, in their instructors, and their field of specialization. Most junior college students experienced some drop in grades when they transferred to the four-year college, but they later improved to about the level of their junior-college grades.[1]

It was also reported that the transfer students gave very high ratings to the quality of instructors, to the range of courses offered, and to the interest taken in the students at their junior colleges. Less favorable ratings were given to counseling and academic advising, but the ratings were better than those given to comparable services in the four-year colleges. Criticism of personnel guidance services was that there was too little of it.[2]

The conclusion may be drawn that the junior colleges have done a good job in extending opportunity in higher education to large numbers of students who would not otherwise be able to undertake baccalaureate degree programs, but the student's probability of success depends upon his choice of

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[1]Dorothy M. Knoell, "Focus on the Transfer Program," Junior College Journal, XXXV (May, 1965), pp. 6-7.

[2]Ibid., pp. 7-8.

four-year institution and program as much as the quality of his performance in the junior college.[1]

In contrast to the report above on the Berkeley study, Sobol made the following statement regarding articulation:

> There is a widespread feeling among our young people and a growing number of adults that a broad gap exists between school and life. . . . But the feeling now seems to be that because of outdated curricula, and outmoded instructional practices the school has almost lost touch with the life of the world around it.[2]

Regarding instruction in the junior college, Medsker and Tillery stated that teachers and administrators for tomorrow's junior colleges must know how to teach and how to provide the leadership so urgently needed. A junior college teacher cannot emulate his graduate school professor and hope to reach his students.[3]

Regarding articulation and the curricula, Medsker and Tillery stated:

> Although articulation between junior and senior colleges is improving under the influence of state master plans and central coordination, the effectiveness of the two-year college programs may be limited by traditional curricula in the senior institutions. . . .
> . . . . . .

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[1] Ibid., pp. 8-9.

[2] Thomas Sobol, "The Broader Meaning of Articulation," KAPPAN, LIII, (September, 1971), p. 26.

[3] Leland L. Medsker and Dale Tillery, Breaking the Access Barriers: A Profile of Two-Year Colleges (New York: McGraw-Hill Book Company, 1971), p. 158.

> How well students from junior colleges achieve after transferring to four-year colleges remains a matter of interest to educators and policy makers. Although continuing studies are needed, . . . , the evidence points to academic success for most transfer students. Those junior college transfer students who were fully eligible to enter senior college at the time of high school graduation do very well. A majority of transfer students earned their eligibility for admission to senior college while in junior colleges. Some of these have difficulty in persisting, but those who do improve after the first semester following transfer.
>
> Knoell and Medsker (1964, p. 178) studied students in 10 states who transferred from two- to four-year institutions and reported that 'The cumulative average at the four-year college for the entire group (of transfer students) was found to be 2.34, or C+, compared with a cumulative junior college average of 2.56'.[1]

Kintzer in the Nationwide Pilot Study on Articulation stated the following problems in transfer of credit caused by junior college practices in the state of Illinois which are important:

1. Some junior colleges do not specify general education requirements for all baccalaureate-oriented two-year programs.

2. Content of many junior college courses is difficult to determine. This becomes a particular deterrent in transfer to specific fields.

3. Many junior colleges do not specify whether their courses are designed for transfer or for vocational and technical students. This makes it difficult for the director of admissions to know whether these courses actually prepare the student for university degree work.

4. Some junior colleges fail to inform students that many of their vocational-technical courses are not designed for transfer.

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[1] Ibid., pp. 58-59.

5. Some junior colleges report only passing grades.

6. Many junior colleges have no specific definition of a transfer student.[1]

Cohen emphasized the difficulty of doing institutional research, especially instructional research, in the junior college in the following statement:

> Educational research is surely needed, but doing it is not a simple process. For example, in instructional research alone, only a fraction of actual teaching content can be sampled; it is assumed--probably in error--that the same content has been taught to all students. The effects of differential stress on objectives is often not taken into account. There is no existing explanation for the fact that marked similarities in the pacing of instruction appear to be very common. Variations in teaching practices contribute to the differences in results in ways which are largely unknown. It is impossible to control the quality of teaching. And when objectives are clearly defined (as they must be if the assessment of effects is to be undertaken) the possible effects of variations in instructional treatment are minimized. Faced with problems associated with this and other forms of educational research, many researchers simply give up and devote their efforts primarily to gathering data of dubious value.[2]

PERSONNEL SERVICES

One of the most important functions of the junior college is student personnel work. Weatherford stated that the student personnel program touches the life of every student and because of this, the student personnel program

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[1]Kintzer, Nationwide Pilot Study on Articulation, pp. 40-41.

[2]Cohen, Dateline '79, pp. 101-102.

of a junior college is the very lifeline of that institution. However, many junior colleges are paying only lip-service to this function in the junior college.[1]

Weatherford pointed out the major accomplishments and weaknesses of junior colleges' student personnel programs, followed by recommendation, which are those of (1) developing an organizational structure in which the student personnel program can be coordinated and can function effectively; (2) providing a program of services broad enough in scope to meet the needs of all students; (3) recognizing the significance of personnel services as an integral part of the total educational program; (4) providing for research, planning, and evaluation; and (5) utilizing professionally trained workers for the implementation of the student personnel program.[2]

Humphreys presented an outline of the areas of student personnel work which are worth noting. He listed as major categories (1) Orientation and High School Relationships, (2) Admission procedures, (3) Guidance Services, (4) Student Life, (5) Job Placement and Follow-Up, (6) The Administration of Student Personnel Services.[3]

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[1]Sidney Weatherford, "The Status of Student Personnel Work," Junior College Journal, XXXV (February, 1965), 21.

[2]Ibid., p. 23.

[3]J. Anthony Humphreys, "Toward Improved Programs of Student Personnel Services," Junior College Journal, XXII (March, 1952), pp. 389-390.

Medsker included an investigation of personnel practices in his study of junior colleges. He summarized his conclusions in two categories, which are elements of strength and elements of weakness. Under Elements of Strength, Medsker lists the acceptance of responsibility for personnel services, the existence of some type and level of counseling in each junior college studied, the establishment of well-developed student activity programs, and a good system of academic records in all colleges. For weaknesses, Medsker found a lack of policy formulation, planning, and professional direction, inadequacy in the counseling program in many junior colleges, not much research conducted regarding facts about the college's students, and limited effort by the junior college to evaluate the personnel program.[1]

Medsker also offered the following to those responsible for student personnel programs in junior colleges:

> 1. The student personnel program should spring from the basic philosophy and objectives of the institution. . . .
>
> 2. Each institution, regardless of size, should consciously structure a plan for its student personnel program. . . .
>
> 3. The program demands the services of a professionally trained staff. . . .
>
> 4. If the plan makes the faculty responsible for counseling, it is recommended that:
>
> a. Time be allowed for members of the teaching staff who participate extensively in the counseling program.

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[1]Medsker, The Junior College: Progress and Prospect, pp. 160-165.

b. Physical facilities and the housing of student records be such that counseling can be done in private offices and that records are easily accessible.

c. There be a continuing, well-structured, in-service training program for teacher-counselors under the leadership of a professionally trained counselor or outside clinical services.

d. Provision be made for easy referral of difficult cases to a professionally trained counselor.

5. The institution should include in its student personnel program a carefully designed research program to obtain information about students and their progress. . . .

6. The administration of the college should strive to interpret the objectives and services of the personnel program to students, staff, and community. . . .

7. There should be a plan for close coordination between those who perform personnel services and those who teach, so that the curriculum and the instructional program are strengthened by information and ideas from those who work closely with students outside the classroom. . . .

8. There should be a continuous evaluation of the total program.[1]

Regarding the counseling services, Collins stated, "The ironic fact is that in most community colleges the counselor is given an impossible job and then is used as a whipping boy when he fails to perform it."[2] He also pointed out that the 1966 Carnegie Study on student personnel

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[1] Ibid., pp. 165-168.

[2] Charles C. Collins, "Giving the Counselor a Helping Hand," Junior College Journal, XL (May, 1970), 18.

practices reported only 3,000 persons devoting half-time or more to student personnel work.[1]

Contrary to the negative aspects of the junior college instructional and personnel services, Knoell stated that in the national study completed at the Center for the Study of Higher Education at Berkeley, the transfer students gave very high ratings to their junior colleges--to the quality of their instructors, to the range of courses offered, and to the interest in the students. A less favorable rating was given to counseling and academic advising, but better than those ratings given to the four-year college.[2]

SUMMARY

It was not intended to use all of the research solicited. Only research which related to the central topics was included.

Among the studies reviewed, it is evident that the junior college is a unique institution of education, with the very important task assigned to educate a widely diversified population of students. With the tremendously varied and far-reaching responsibilities which the junior colleges have assumed, colleges must systematically survey and analyze their programs of transfer students to insure that they are

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[1] Ibid.

[2] Knoell, "Focus on the Transfer Program," Junior College Journal, 7.

achieving their goals. Although institutional research is essential, it was evident that many junior colleges have not conducted any research projects. Other colleges apparently had no analysis of their output. Continuous evaluation of the junior colleges' services to its students and striving to improve these services is the way the junior colleges will become the teaching colleges they hope to become.

The next chapter explains the research design, population, instruments, and techniques of analysis.

CHAPTER III

DESIGN

Research pertaining to the problems of this study was discussed in the previous chapter. A review of the research literature indicated that the instructional, curricular, and personnel services at the junior colleges surveyed on a national level were not as good as they could and should be. It was evident that many junior colleges had not done any institutional research to evaluate their programs. As Medsker stated, "With the eyes of the nation on the junior college, it is doubly important to describe it accurately . . . . The purpose of such an evaluation is . . . to assist it in rendering even greater service."[1]

POPULATION OF THE STUDY

The student populations of this study consisted of thirty-five students, twenty-two males and thirteen females, for the pilot study, and 259 students, 159 males and one hundred females, for the final study. The students were graduates of Olney Central College during the years 1968, 1969, and 1970, who had transferred to four-year colleges or universities as indicated by their personnel records.

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[1]Leland L. Medsker, The Junior College: Progress and Prospect. New York: McGraw-Hill Book Company, Inc., 1960, p. 27.

The students were selected by the following procedures. For the thirty-five students in the pilot study, every tenth student of the first 350 students who transferred to a four-year college or university was selected. For the 259 students in the final study, every other student of those who transferred during the years 1968, 1969, and 1970 was selected. The records indicated that 518 students had transferred from Olney Central College to a four-year college during this period of time.

Fifty-one percent or eighteen of the thirty-five students included in the pilot study responded to the open-end questionnaire. The number of males and females who responded in the pilot study is not known due to the fact the students were asked not to put their names on the questionnaire; nor were they asked to indicate their sex.

Fifty-one and four-tenths percent or 133 of the 259 students included in the final study responded to the statements for the rating scale. Among those who responded were seventy-nine males and fifty-four females. In other words, of those responding to the statements for the rating scale, 59.3 percent were males and 40.6 percent were females.

INSTRUMENTS

For the pilot study, an open-end type of questionnaire consisting of eight questions accompanied by a letter (Appendix A) were mailed to the thirty-five students. The questionnaire contained questions and statements to which the

students were to respond briefly. The questions and/or statement(s) included in the open-end questionnaire are as follows:

1. In general, do you feel satisfied with the training offered by OCC?
2. Were you counseled properly at OCC for the courses in your major?
3. Did you receive full credit at the four-year institution for all college level courses completed at OCC?
4. Was your grade-point average at the four-year college higher or lower than at OCC?
5. How does the quality of instruction at OCC compare with that of the four-year college?
6. What recommendations would you make to OCC to help transfer students?
7. What difficulties, if any, did you experience at the four-year college which you attended? (This may include difficulties in maintaining scholastic standards, meeting student competition, taking examinations, obtaining counseling services, instructor-student relationship, relationship with other students, campus activities and others.)
8. If you have completed your college work and/or are attending college during the regular school year, please give your status. (For example, if unemployed, so state. If employed, where? If graduated, so state. If housewife, so state.)

Upon return of eighteen or 51.42 percent of the questionnaires, a final instrument (Appendix D) of thirty-eight statements in the form of a rating scale was developed from the students' responses on the questionnaires used in the pilot study. The statements on the final instrument were grouped into three different sections--instructional,

curricular, and personnel services. The rating scale had five choices--strongly disagree, disagree, undecided, agree, and strongly agree. The rating scale, accompanied by an answer sheet and a letter were mailed to 259 students from a total of 518, which is 51.13 percent of those transferring during the years 1968, 1969, and 1970. Every other student beginning with the first student of the alphabet who transferred was selected for the study. A self-addressed, stamped envelope was included with the mailing of the rating scale for the students to return the answer sheet. Also, a letter (Appendix A) explaining the purpose of the survey and research was included with the mailing.

In addition to the questionnaires and rating scale, several personal interviews were conducted with the transfer students for additional information and comments, the results of which were used in the final analysis.

STATISTICS

From the answer sheets returned by the students, the responses for the rating scale were coded on a punch card. From this, a distribution analysis of male responses, female responses, and total responses to the thirty-eight items were obtained in a computer output (Appendixes G, H, and I). A table was used for each statement rated to analyze the

number and percentage of students, both male and female, responding to each statement. For each statement and table, a summary with implications was used to describe the analysis, which is included in Chapter IV.

CHAPTER IV

RESULTS

A distribution analysis of the responses by the students who transferred from OCC to four-year colleges or universities was computed as indicated in Appendixes G, H, and I. The responses were to the statements pertaining to the services of faculty advisers, counselors in student personnel office, instruction, and curriculum.

SERVICES OF FACULTY ADVISERS AT OCC

TABLE 1--I WAS ADEQUATELY ADVISED BY FACULTY PERSONNEL AT OCC REGARDING TRANSFER OF COURSES TO THE FOUR-YEAR COLLEGE WHERE I ATTENDED

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Omits	
	f	%	f	%	f	%	f	%	f	%	f	%
m	2	2.5	21	26.6	9	11.3	38	48.1	9	11.4	0	
f	3	5.6	14	25.9	4	7.4	17	31.5	15	27.8	1	1.8
tot	5	3.8	35	26.3	13	9.8	55	41.4	24	18.1	1	1.8

Summary. Only 30.1 percent of the students disagreed and 59.5 percent agreed that they were adequately advised by the faculty personnel at OCC regarding transfer of courses to the four-year college where they attended. Twenty-nine and

one-tenth percent of the males and 31.5 percent of the females disagreed with the statement. Fifty-nine and five-tenths percent of the males and 59.3 percent of the females agreed. It is also worthy of remark that of the students who disagreed only 3.8 percent strongly disagreed while 18.1 percent strongly agreed.

Implications. The students rated the faculty personnel relatively high for advising regarding transfer of courses to the four-year college. The 30.1 percent who disagreed may possibly have been due to the fact that the faculty advisers were not thoroughly familiar with the students' major areas of study as the major may not have been the faculty adviser's major field of study. In some areas of study, such as engineering, there were no faculty advisers who had majored in this particular area of study. Too, not all four-year colleges offer majors in some areas of study, such as engineering. Also, it may possibly have been true in some cases that the faculty adviser was not cognizant of the courses which were needed and/or acceptable as transfer courses at the four-year college. This indicated that all concerned should strive to obtain more information from the four-year colleges regarding the courses that will transfer, perhaps having available a brochure of courses at OCC that parallel the courses at the four-year institution and that will be acceptable as transfer courses.

TABLE 2--AT OCC I WAS ADVISED BY FACULTY ADVISERS TO TAKE COURSES WHICH WERE NOT NECESSARY FOR MY MAJOR AT THE FOUR-YEAR COLLEGE I ATTENDED

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Omits	
	f	%	f	%	f	%	f	%	f	%	f	%
m	15	19.0	42	53.2	9	11.4	10	12.7	3	3.8	0	
f	19	35.2	19	35.2	4	7.4	7	13.0	3	5.6	2	3.7
tot	34	25.6	61	45.9	13	9.8	17	12.8	6	4.5	2	1.5

Summary. Seventy-one and five-tenths percent of the students disagreed and 17.3 percent agreed that the faculty advised students to take courses which were not necessary at the four-year college. Seventy-two and two-tenths of the males and 70.4 percent of the females disagreed with the statement. Sixteen and five-tenths percent of the males and 18.6 percent of the females agreed.

Implications. The students rated the faculty high in the faculty's advising regarding courses necessary for the student's major at the four-year college. Again, regarding the small percentage who disagreed, the faculty members may have had limited knowledge of the requirements in the students' major areas at the four-year college. It is also important to remark that 25.6 percent of the students strongly disagreed to the statement while only 4.5 strongly agreed. Again, the implication was that more information regarding acceptable transfer courses may be needed from the four-year college.

TABLE 3--FACULTY ADVISER AT OCC KNEW NOTHING ABOUT MY MAJOR FIELD

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Omits	
	f	%	f	%	f	%	f	%	f	%	f	%
m	20	25.3	30	38.0	12	15.2	11	13.9	6	7.6	0	
f	23	42.6	15	27.8	4	7.4	7	13.0	4	7.4	1	1.9
tot	43	32.3	45	33.8	16	22.6	18	13.5	10	7.5	1	.8

Summary. Sixty-six and one-tenth percent of the students disagreed and 21 percent agreed that the faculty advisers at OCC knew nothing about their major field of study. Sixty-three and three-tenths percent of the males and 70.4 percent of the females disagreed with the statement. Twenty-one and five-tenths percent of the males and 20.4 percent of the females agreed.

Implications. The responses correlate rather closely with the previous statement in which 71.5 percent of the students disagreed that they were advised by the faculty to take courses which were not necessary for the student's major at the four-year college. The inference was that there were few students pursuing majors for which the faculty advisers did not have majors in this particular area of study and did not have sufficient information regarding the requirements in that particular major area of study from the four-year college. Again, it is worth noting that 32.3 percent strongly disagreed while only 7.5 percent strongly agreed with the statement.

TABLE 4--THE ONLY TIME I CONSULTED MY FACULTY ADVISER AT OCC WAS TO OBTAIN HIS SIGNATURE ON MY REGISTRATION FORMS

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Omits	
	f	%	f	%	f	%	f	%	f	%	f	%
m	16	20.3	32	40.5	2	2.5	21	26.6	8	10.1	0	
f	12	22.2	25	46.3	1	1.9	9	16.7	6	11.1	1	1.9
tot	28	21.1	57	42.9	3	2.3	30	22.6	14	10.5	1	.8

Summary. Sixty-four percent disagreed and 33.1 percent agreed that the only time they consulted their faculty adviser at OCC was to obtain his or her signature on the registration forms. Sixty and eight-tenths percent of the males and 68.5 percent of the females disagreed. Thirty-six and seven-tenths percent of the males and 27.8 percent of the females agreed.

Implications. Some of the students may have known the courses they needed and wished to pursue either through previous counseling and/or knowledge of the requirements at the four-year college to which they were transferring, thereby considering that it was only necessary to consult the faculty adviser to obtain his signature on the registration forms. A larger percentage of the males agreed to this statement than the females indicating that the males did not rate the faculty advisers as high as the females.

TABLE 5--MY FACULTY ADVISER AT OCC WAS WELL INFORMED REGARDING COURSES THAT I NEEDED FOR MY MAJOR AT THE FOUR-YEAR COLLEGE

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Omits	
	f	%	f	%	f	%	f	%	f	%	f	%
m	7	8.9	26	32.9	16	20.3	22	27.8	8	10.1	0	
f	4	7.4	14	25.9	13	24.1	14	25.9	8	14.8	1	1.9
tot	11	8.3	40	30.1	29	21.8	36	27.1	16	12.0	1	.8

Summary. Thirty-eight and four-tenths percent of the students disagreed and 39.1 percent agreed that their faculty adviser at OCC was well informed regarding courses that they needed for their major at the four-year college. Forty-one and eight-tenths percent of the males and 33.3 percent of the females disagreed with the statement. Thirty-seven and nine-tenths percent of the males and 40.7 percent of the females agreed with the statement.

Implications. Since more than one-half of the students indicated that they did not agree that the faculty advisers at OCC were well informed regarding courses that they needed for their major at the four-year college, this suggests that improvement is needed in the area of faculty advisement.

TABLE 6--AT OCC, MY FACULTY ADVISER WAS MUCH MORE HELPFUL THAN THE ONE THAT I HAD AT THE FOUR-YEAR COLLEGE

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Omits	
	f	%	f	%	f	%	f	%	f	%	f	%
m	13	16.5	25	31.6	19	24.1	12	15.2	10	12.7	0	
f	11	20.4	21	38.9	9	16.7	4	7.4	8	14.8	1	1.9
tot	24	18.0	46	34.6	28	21.1	16	12.0	18	13.6	1	.8

Summary. Fifty-two and six-tenths percent of the students disagreed and 25.6 percent agreed that the OCC faculty adviser was much more helpful than the one he or she had at the four-year college. Forty-eight and one-tenth percent of the males and 59.3 percent of the females disagreed to the statement. Twenty-seven and nine-tenths percent of the males and 22.2 percent of the females agreed with the statement.

Implications. It would appear that the transfer students from OCC are more satisfied with the advisement received at the four-year college. This is consistent with the results in Table 5 in which thirty-eight and four-tenths percent of the students disagreed with the statement that the faculty advisers at OCC were well informed regarding courses that the students needed for their major at the four-year college.

SERVICES OF COUNSELORS IN STUDENT PERSONNEL OFFICE AT OCC

TABLE 7--I WAS ADEQUATELY COUNSELED BY THE STUDENT PERSONNEL DEPARTMENT AT OCC REGARDING TRANSFER OF COURSES TO THE FOUR-YEAR COLLEGE I ATTENDED

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Omits	
	f	%	f	%	f	%	f	%	f	%	f	%
m	4	5.1	14	17.7	15	19.0	42	53.2	4	5.1	0	
f	4	7.4	11	20.4	7	13.0	21	38.9	9	16.7	2	3.7
tot	8	6.0	25	18.8	22	16.5	63	47.4	13	9.8	2	1.5

Summary. Only 24.8 percent of the students disagreed and 57.2 percent agreed that they were adequately counseled by the student personnel department at OCC regarding transfer of courses to the four-year college. Twenty-two and eight-tenths percent of the males and 27.8 percent of the females disagreed with the statement. Fifty-eight and three-tenths percent of the males and 55.6 percent of the females agreed.

Implications. The students gave a very good rating to the counseling by the student personnel department at OCC regarding transfer of courses to the four-year college. There was only a slight difference in the percentage of males and females who agreed to the statement, indicating that the good rating applied to all counselors in the student personnel department.

TABLE 8--MY COUNSELOR IN THE STUDENT PERSONNEL DEPARTMENT AT OCC KNEW NOTHING ABOUT MY MAJOR FIELD

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Omits	
	f	%	f	%	f	%	f	%	f	%	f	%
m	9	11.4	47	59.5	15	19.0	8	10.1	0		0	
f	11	20.4	16	29.6	19	35.2	4	7.4	1	1.9	3	5.6
tot	20	15.0	63	47.4	34	25.6	12	9.0	1	.8	3	2.3

Summary. Sixty-two and four-tenths percent of the students disagreed and 9.8 percent agreed that their counselors in the student personnel department at OCC knew nothing about their major field. Seventy and nine-tenths percent of the males and 50 percent of the females disagreed with the statement. Ten and one-tenth percent of the males and 9.3 percent of the females agreed.

Implications. The students rated the counselors in the student personnel department at OCC very high in their knowledge of the students' major fields.

Summary. As indicated in Table 9, eighteen and eight-tenths percent of the students disagreed and 48.9 percent of the students agreed that their counselors in the student personnel department at OCC were well informed regarding the courses that they needed for their majors at the four-year college. Seventeen and seven-tenths percent of the males and 20.4 percent of the females disagreed with the statement.

TABLE 9--MY COUNSELOR IN THE STUDENT PERSONNEL DEPARTMENT AT OCC WAS WELL INFORMED REGARDING THE COURSES THAT I NEEDED FOR MY MAJOR AT THE FOUR-YEAR COLLEGE

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Omits	
	f	%	f	%	f	%	f	%	f	%	f	%
m	3	3.8	11	13.9	23	29.1	40	50.6	2	2.5	0	
f	3	5.6	8	14.8	17	31.5	14	25.9	9	16.7	3	5.6
tot	6	4.5	19	14.3	40	30.1	54	40.6	11	8.3	3	2.3

Fifty-three and one-tenth percent of the males and 42.6 percent of the females agreed. Thirty and one-tenth percent of the students were undecided regarding the statement. Twenty-nine and one-tenth percent of the males and 31.5 percent of the females were undecided.

Implications. Although 30.1 percent of the students were undecided regarding the statement, the 48.9 percent who agreed with the statement implies that the rating was very good regarding the knowledge the counselors had regarding the courses which the students needed for their majors at the four-year college.

Summary. As indicated in Table 10, fifteen and eight-tenths percent of the students disagreed and 51.9 percent agreed that the guidance counselors at OCC need more knowledge of the four-year colleges and their programs. Twenty-two and eight-tenths percent of the males and 5.6 percent of the females disagreed with the statement. Forty-nine and

TABLE 10--GUIDANCE COUNSELORS AT OCC NEED MORE KNOWLEDGE OF THE FOUR-YEAR COLLEGES AND THEIR PROGRAMS

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Omits	
	f	%	f	%	f	%	f	%	f	%	f	%
m	5	6.3	13	16.5	22	27.8	27	34.2	12	15.2	0	
f	0		3	5.6	19	35.2	19	35.2	11	20.4	2	3.7
tot	5	3.8	16	12.0	41	30.8	46	34.6	23	17.3	2	1.5

four-tenths percent of the males and 55.6 percent of the females agreed. Twenty-seven and eight-tenths percent of the males and 35.2 percent of the females were undecided.

Implications. The responses to this statement that the counselors at OCC need more knowledge of the four-year colleges and their programs does not indicate the positive correlation with the previous statement that the counselors in the student personnel department at OCC were well informed regarding the courses needed for the students' majors at the four-year college. The implication is that more knowledge of the four-year colleges and their programs is needed by the guidance counselors at OCC.

Summary. As indicated in Table 11, only 8.3 percent of the students disagreed and 84.2 agreed that OCC should advise the students in outline form as to what courses the four-year college requires for their majors. Twelve and six-tenths percent of the males and 1.9 percent of the females

TABLE 11--OCC SHOULD ADVISE THE STUDENTS IN OUTLINE FORM AS TO WHAT COURSES THE FOUR-YEAR COLLEGE REQUIRES FOR THEIR MAJOR

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Omits	
	f	%	f	%	f	%	f	%	f	%	f	%
m	5	6.3	5	6.3	4	5.1	26	32.9	39	49.4	0	
f	0		1	1.9	4	7.4	16	29.6	31	57.4	2	3.7
tot	5	3.8	6	4.5	8	6.0	42	31.6	70	52.6	2	3.7

disagreed to the statement. Eighty-two and three-tenths percent of the males and 87 percent of the females agreed.

Implications. The students indicated that they need to be advised in some written form, perhaps by means of a brochure or some similar form, as to what courses the four-year college requires for their major.

TABLE 12--AT OCC, COUNSELING STAFF IN THE STUDENT PERSONNEL DEPARTMENT WAS WILLING AND ABLE TO HELP IN SOLVING MY PROBLEMS

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Omits	
	f	%	f	%	f	%	f	%	f	%	f	%
m	2	2.5	4	5.1	16	20.3	40	50.6	17	21.5	0	
f	1	1.9	4	7.4	14	25.9	18	33.3	14	25.9	3	5.6
tot	3	2.3	8	6.0	30	22.6	58	43.6	31	23.3	3	2.3

Summary. Only 8.3 percent of the students disagreed and 66.9 percent of the students agreed that the counseling staff in the student personnel department was willing and able to help in solving their problems. Twenty-two and six-tenths percent of the students were undecided. Seven and six-tenths percent of the males and 9.3 percent of the females disagreed with the statement. Seventy-two and one-tenth percent of the males and 59.2 percent of the females agreed.

Implications. The rating by the students of the counseling staff in the student personnel department at OCC regarding their willingness and capabilities to help in solving the students' problems was very high.

INSTRUCTION

TABLE 13--THE TRAINING AT OCC GAVE ME A GOOD BAKCGROUND FOR COMPLETING MY MAJOR

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Omits	
	f	%	f	%	f	%	f	%	f	%	f	%
m	3	3.8	11	13.9	11	14.0	33	41.8	21	26.6	0	
f	0		7	13.0	7	13.0	25	46.3	14	26.0	1	1.9
tot	3	2.3	18	13.5	18	17.0	58	43.6	35	26.3	1	.8

Summary. Only 15.8 percent of the students disagreed and 69.9 percent of the students agreed that the training at OCC gave them a good background for completing their major.

Seventeen and seven-tenths percent of the males and 13 percent of the females disagreed with the statement. Sixty-eight and four-tenths percent of the males and 72.3 percent of the females agreed to the statement.

Implications. The results strongly indicated that the instruction and/or training at OCC gives the students a good background for completing their major.

TABLE 14--I PURSUED THE SAME MAJOR AT THE FOUR-YEAR COLLEGE

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Omits	
	f	%	f	%	f	%	f	%	f	%	f	%
m	8	10.1	19	24.1	5	6.3	31	39.2	16	20.3	0	
f	1	1.9	5	9.3	3	5.6	30	55.6	13	24.1	2	3.7
tot	9	6.8	24	18.0	8	6.0	61	45.9	29	21.8	2	1.5

Summary. Only 24.8 percent of the students disagreed and 67.7 percent of the students agreed that they pursued the same major at the four-year college. Thirty-four and two-tenths percent of the males and 11.2 percent of the females disagreed with the statement. Fifty-nine and five-tenths percent of the males and 79.7 percent of the females agreed.

Implications. The implications are that the majority of the students had self-defined goals, which were established while at OCC, resulting from a good instructional program and

guidance services at OCC. Implications are that the females especially had well-defined goals.

TABLE 15--OCC DOES AN EXCELLENT JOB OF PREPARING STUDENTS FOR TRANSFER TO THE FOUR-YEAR COLLEGE

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Omits	
	f	%	f	%	f	%	f	%	f	%	f	%
m	2	2.5	7	8.9	18	22.8	40	50.6	12	15.2	0	
f	1	1.9	6	11.1	16	29.6	21	38.9	7	13.0	3	5.6
tot	3	2.3	13	9.8	34	25.6	61	45.9	19	14.3	3	2.3

Summary. Only 12.1 percent of the students disagreed and 60.2 percent of the students agreed that OCC does an excellent job of preparing the students for transfer to the four-year college. Eleven and four-tenths percent of the males and 13 percent of the females disagreed with the statement. Sixty-five and eight-tenths percent of the males and 51.9 percent of the females agreed.

Implications. The instructional services at OCC, insofar as preparing students for transfer to the four-year college, were rated as excellent by the former students.

Summary. As indicated in Table 16, twenty and three-tenths percent of the students disagreed and 60.2 percent of the students agreed that the courses at the four-year college are more time consuming. Twenty-four percent of the males

TABLE 16--THE COURSES AT THE FOUR-YEAR COLLEGE ARE MORE TIME CONSUMING

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Omits	
	f	%	f	%	f	%	f	%	f	%	f	%
m	2	2.5	17	21.5	12	15.2	31	39.2	17	21.5	0	
f	2	3.7	6	11.1	12	22.2	13	24.1	19	35.2	2	3.7
tot	4	3.0	23	17.3	24	18.0	44	33.1	36	27.1	2	1.5

and 14.8 percent of the females disagreed with the statement. Sixty and seven-tenths percent of the males and 59.3 percent of the females agreed.

Implications. Due to the fact that the courses are more time consuming at the four-year college as agreed upon by the majority of students, more time could be utilized by the students especially during the sophomore year in better preparing themselves for the transition to a four-year college.

TABLE 17--MY GRADE POINT AVERAGE AT THE FOUR-YEAR COLLEGE WAS LOWER THAN AT OCC

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Omits	
	f	%	f	%	f	%	f	%	f	%	f	%
m	22	27.8	26	32.9	9	11.4	15	19.0	7	8.9	0	
f	9	16.7	19	35.2	4	7.4	15	27.8	5	9.3	2	3.7
tot	31	23.3	45	33.8	13	9.8	30	22.6	12	9.0	2	1.5

Summary. As indicated in Table 17, fifty-seven and one-tenth percent of the students disagreed and 31.6 percent of the students agreed that their grade point average at the four-year college was lower than that at OCC. Sixty and seven-tenths percent of the males and 51.9 percent of the females disagreed with the statement. Twenty-seven and nine-tenths percent of the males and 37.1 percent of the females agreed. Indications are that more males than females made higher grades after transfer.

Implications. The implication is that the majority of the transfer students made as high as or higher grades at the four-year institution. A report from one of the four-year state institutions showed that for the 130 students from OCC at the end of the fall quarter, 1970, the mean quarterly grade was 2.56 and the mean cumulative grade was 2.62. At the end of the spring quarter, 1971, the mean quarterly grade for 146 students from OCC was 2.43 and the mean cumulative grade was 2.72. The report indicated an increase in the mean cumulative grade of .10, which compares to an increase of .15 for the second semester of the students reported by Knoell and Medsker in their study of 7,243 junior college students who transferred in 1960 to forty-three four-year colleges and universities in ten states.[1] The difference of .05 is due to the inclusion of sixteen additional students from OCC

[1]Dorothy M. Knoell and Leland L. Medsker, From Junior to Senior College: A National Study of the Transfer Student (Berkeley: Center for the Study of Higher Education, University of California, 1965), p. 8.

who evidently transferred sometime after the fall quarter, 1970, because Knoell and Medsker's national study noted the tendency for the first term grades of the transfer students to drop below their cumulative junior college averages.[1] It is also important that the report from the same four-year college report showed that for the same 146 students from OCC at the end of the spring quarter, 1971, thirty-six students made higher quarterly grades with a mean GPA of 2.99, twenty-five students had the same quarterly grade average, and eighty-one had a lower quarterly grade average. Sixty-five of the same students had higher cumulative grade averages, seventy-four had lower cumulative grade averages, and three had the same cumulative grade average.

Also, important in the report from the State four-year university was the fact that among the 130 students receiving grades at the end of the fall quarter, 1970, only three students were on probation, two were on final probation, and two dropped. All others were in good standing. For the 146 students from OCC receiving grades at the end of the spring quarter, 1971, only three were on probation, one was on final probation, and three dropped. This is an exceptionally good record compared to the results of Knoell and Medsker's national study in which the attrition among the students who transferred from junior colleges in 1960 was 29 percent.[2] Records pertaining to performance of OCC

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[1] Ibid., p. 27.

[2] Ibid., p. 25.

transfer students to other State colleges and universities were not available, but interviews with students and responses to questionnaires indicate that their performance is better than the records from the State university which reported the performance of the transfer students. The implication is that the performance of OCC transfer students is as good as or better than those included in the national study.

TABLE 18--THE GRADING AT OCC IS TOUGHER THAN AT THE FOUR-YEAR COLLEGE

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Omits	
	f	%	f	%	f	%	f	%	f	%	f	%
m	16	20.3	26	33.0	28	35.4	6	7.6	3	3.8	0	
f	12	22.2	23	42.6	15	27.8	2	3.7	0		2	3.7
tot	28	21.1	49	36.8	43	32.3	8	6.0	3	2.3	2	1.5

Summary. Fifty-seven and nine-tenths percent of the students disagreed and 8.3 agreed that grading at OCC is tougher than at the four-year college. Fifty-three and three-tenths percent of the males and 64.8 percent of the females disagreed with the statement. Eleven and four-tenths percent of the males and 3.7 percent of the females agreed.

Implications. Although the majority of the students do not report that the grading at OCC is tougher, at the same time, it does not imply that the grading standard at the four-year college is higher than at OCC.

TABLE 19--I WAS MORE SERIOUS ABOUT MY COURSES AT THE FOUR-YEAR COLLEGE THAN AT OCC

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Omits	
	f	%	f	%	f	%	f	%	f	%	f	%
m	7	8.9	17	21.5	7	8.9	28	35.4	20	25.3	0	
f	7	13.0	18	33.3	7	13.0	10	18.5	10	18.5	2	3.7
tot	14	10.5	35	26.3	14	10.5	38	28.6	30	22.6	2	1.5

Summary. Thirty-six and eight-tenths percent of the students disagreed and 51.2 percent agreed that they were more serious about their courses at the four-year college. Thirty- and four-tenths percent of the males and 46.3 percent of the females disagreed with the statement. Sixty and seven-tenths percent of the males and 37 percent of the females agreed.

Implications. Perhaps this indicates that the transfer students from OCC were well prepared and ready for the four-year college. They were realistically prepared for upper-division work and more serious about their courses. Knoell and Medsker recommended that most students should be urged to remain in junior college until they can transfer with full upper-division standing.[1] They observe that the student who stays in the junior college for his two full years tends to be more successful when he transfers.

[1] Ibid., p. 99.

TABLE 20--THE QUALITY OF INSTRUCTION AT OCC IS HIGHER THAN THAT OF THE FOUR-YEAR COLLEGE

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Omits	
	f	%	f	%	f	%	f	%	f	%	f	%
m	10	12.7	31	39.2	25	31.6	9	11.4	4	5.1	0	
f	7	13.0	18	33.3	19	35.2	6	11.1	2	3.7	2	3.7
tot	17	12.8	49	36.8	44	33.1	15	11.3	6	4.5	2	1.5

Summary. Forty-nine and six-tenths percent of the students disagreed and 16.8 percent agreed that the quality of instruction at OCC is higher than that of the four-year college. Fifty-one and nine-tenths percent of the males and 46.3 percent of the females disagreed with the statement. Sixteen and five-tenths percent of the males and 14.8 percent of the females agreed. Thirty-three and one-tenth percent of the students were undecided in their response. Thirty-one and six-tenths percent of the males and 35.2 percent of the females were undecided.

Implications. The majority of the students did not rate the quality of instruction at OCC higher than that at the four-year college; but there was a large percentage of undecided responses, which may imply that the quality of instruction at OCC may not be higher, but at the same time it is not lower.

TABLE 21--THERE WAS MORE PERSONAL INTEREST FROM THE INSTRUCTORS AT OCC THAN AT THE FOUR-YEAR COLLEGE

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Omits	
	f	%	f	%	f	%	f	%	f	%	f	%
m	7	8.9	10	12.7	14	17.7	31	39.2	17	21.5	0	
f	4	7.4	9	16.7	5	9.3	23	42.6	11	20.4	2	3.7
tot	11	8.3	19	14.3	19	14.3	54	40.6	28	21.1	2	1.5

Summary. Only 22.6 percent of the students disagreed and 61.7 percent agreed that there was more personal interest from the instructors at OCC than at the four-year college. Twenty-one and six-tenths percent of the males and 24.1 percent of the females disagreed with the statement. Sixty and seven-tenths percent of the males and 63 percent of the females agreed.

Implications. Former students rate instructors at OCC as having a personal interest in the students, which lends toward a desirable philosophy of education, essential at the junior college level.

Summary. As indicated in Table 22, twenty-three and three-tenths percent of the students disagreed and 60.1 percent agreed that there is a friendlier atmosphere at OCC than at the four-year college. Twenty-one and six-tenths percent of the males and 25.9 percent of the females disagreed with the statement. Sixty-three and two-tenths percent of the males and 55.6 percent of the females agreed.

TABLE 22--THERE IS A FRIENDLIER ATMOSPHERE AT OCC THAN AT THE FOUR-YEAR COLLEGE

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Omits	
	f	%	f	%	f	%	f	%	f	%	f	%
m	7	8.9	10	12.7	12	15.2	22	27.8	28	35.4	0	
f	2	3.7	12	22.2	8	14.8	13	24.1	17	31.5	2	3.7
tot	9	6.8	22	16.5	20	15.0	35	26.3	45	33.8	2	1.5

Implications. The friendlier atmosphere at OCC may indicate that the faculty has personal interests in the students, which aids the students in adjusting to the pattern of college life. Under such an atmosphere, the students should feel free and more at ease to consult the instructor for help and advice. This is important for many junior college students, especially if they do not have self-defined goals.

TABLE 23--ALL OF MY INSTRUCTORS AT OCC WERE WELL QUALIFIED AND COMPARED FAVORABLY TO THE INSTRUCTORS AT THE FOUR-YEAR COLLEGE

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Omits	
	f	%	f	%	f	%	f	%	f	%	f	%
m	7	8.9	13	16.5	13	16.5	37	46.8	9	11.4	0	
f	4	7.4	13	24.1	8	14.8	15	27.8	12	22.2	2	3.7
tot	11	8.3	26	19.5	21	15.8	52	39.1	21	15.8	2	1.5

Summary. As indicated in Table 23, only 27.8 percent of the students disagreed and 54.9 percent agreed that their instructors at OCC were well qualified and compared favorably to the instructors at the four-year college. Fifteen and eight-tenths percent strongly agree. Twenty-five and four-tenths percent of the males and 31.5 percent of the females disagreed with the statement. Fifty-eight and two-tenths percent of the males and 50 percent of the females agreed.

Implications. The qualifications of the instructors rated high with the greater percentage of the students. The students compared the OCC instructors favorably to the instructors at the four-year college. The responses to this statement compare favorably to the responses to a previous statement that the quality of instruction at OCC is higher than that of the four-year college. Although 27.8 percent of the students disagreed with the statement, this did not imply that the quality of instruction was not at least equal to that of the four-year college. The responses to this statement correlates positively with the implication that the quality of instruction compared favorably to or above that of the four-year college.

Summary. As indicated in Table 24, only 5.3 percent of the students disagreed and 71.4 percent agreed that they were as well as or better trained and prepared than most junior college students. Only 6.3 percent of the males and 3.7 percent of the females disagreed with the statement. Seventy-four and seven-tenths percent of the males and 66.6 percent of

TABLE 24--AT OCC, I WAS AS WELL AS OR BETTER TRAINED AND PREPARED THAN MOST JUNIOR COLLEGE TRANSFER STUDENTS

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Omits	
	f	%	f	%	f	%	f	%	f	%	f	%
m	2	2.5	3	3.8	15	19.0	42	53.2	17	21.5	0	
f	0		2	3.7	13	24.1	24	44.4	12	22.2	3	5.6
tot	2	1.5	5	3.8	28	21.1	66	49.6	29	21.8	3	2.3

the females agreed. Twenty-one and one-tenth percent of the students were undecided. Only 19 percent of the males and 24.1 percent of the females were undecided. Twenty-one and eight-tenths percent of the students strongly agreed to the statement.

Implications. The transfer students at OCC gave high ratings to the training and preparation received at OCC compared to that of most junior college students. This correlates positively with previous statements regarding qualifications of instructors, quality of instruction, and the grade point average at the four-year colleges as reported in the national study of performance of students by Knoell and Medsker.

Summary. As indicated in Table 25, only 13.6 percent of the students disagreed and 77.4 percent agreed that the instructors were always willing and available for help. Only 14 percent of the males and 13 percent of the females disagreed with the statement. Seventy-eight and four-tenths percent of

TABLE 25--AT OCC, THE INSTRUCTORS WERE ALWAYS WILLING AND AVAILABLE FOR HELP

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Omits	
	f	%	f	%	f	%	f	%	f	%	f	%
m	1	1.3	10	12.7	6	7.6	40	50.6	22	27.8	0	
f	2	3.7	5	9.3	5	9.3	30	55.6	11	20.4	1	1.9
tot	3	2.3	15	11.3	11	8.3	70	52.6	33	24.8	1	.8

the males and 76.0 percent of the females agreed. Twenty-four and eight-tenths percent of the students strongly agreed with this statement.

Implications. The instructors at OCC were interested in the students' progress and achievement. They were willing to help and were available for helping the students. The students rated the instructors very high in the responses to this statement.

TABLE 26--AT OCC, THE SUBJECT MATTER WAS PRESENTED TO PROMOTE THINKING AND CRITICAL EVALUATION

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Omits	
	f	%	f	%	f	%	f	%	f	%	f	%
m	5	6.3	14	17.7	18	22.8	37	46.8	5	6.3	0	
f	5	9.3	9	16.7	19	35.2	15	27.8	4	7.4	2	3.7
tot	10	7.5	23	17.3	37	27.8	52	39.1	9	6.3	2	1.5

Summary. Only 24.8 percent of the students disagreed and 45.9 percent agreed that the subject matter was presented to promote thinking and critical evaluation. Twenty-seven and eight-tenths percent were undecided. Only 24 percent of the males and 26 percent of the females disagreed with the statement. Fifty-three and one-tenth percent of the males and 35.2 percent of the females agreed. Twenty-two and eight-tenths percent of the males and 35.2 percent of the females were undecided.

Implications. The ratings by the transfer students were less favorable to the presentation of subject matter to promote thinking and critical evaluation than the other statements regarding instructional services. However, a far greater number gave a favorable rating to this area of instruction than those who did not give a favorable rating. This probably implies the need for more innovation.

CURRICULUM

TABLE 27--THE COURSES OFFERED AT OCC WERE SUFFICIENT TO MEET THE GENERAL REQUIREMENTS AT THE COLLEGE TO WHICH I TRANSFERRED

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Omits	
	f	%	f	%	f	%	f	%	f	%	f	%
m	2	2.5	6	7.6	4	5.1	47	59.5	19	24.1	1	1.3
f	0		1	1.9	2	3.7	31	57.4	18	33.3	2	3.7
tot	2	1.5	7	5.3	6	4.5	78	58.6	37	27.8	3	2.3

Summary. Only 6.8 percent of the students disagreed and 86.4 percent agreed that the courses offered at OCC were sufficient to meet the general requirements at the college to which they transferred. Of the 86.4 percent who agreed, 27.8 percent strongly agreed, while only 1.5 percent strongly disagreed. Ten and one-tenth percent of the males and only 1.9 percent of the females disagreed with the statement. Eighty-three and six-tenths percent of the males and 90.7 percent of the females agreed.

Implications. For the curriculum services, the students gave a very high rating to the courses offered at OCC being sufficient to meet the four-year colleges' general requirements with the females giving a higher rating than the males by 7.1 percent.

TABLE 28--THE CONTENT OF COURSES OFFERED AT OCC GAVE ME A VERY GOOD BASIC BACKGROUND FOR COURSES WHICH I TOOK AT THE FOUR-YEAR COLLEGE

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Omits	
	f	%	f	%	f	%	f	%	f	%	f	%
m	1	1.3	6	7.6	16	20.3	42	53.2	13	16.5	1	1.3
f	2	3.7	4	7.4	6	11.1	30	55.6	10	18.5	2	3.7
tot	3	2.3	10	7.5	22	16.5	72	54.1	23	17.3	3	2.3

Summary. Only 9.8 percent of the students disagreed and 71.4 percent agreed with the statement that the content of courses offered at OCC gave the students a very good basic

background for courses they pursued at the four-year college. The percentage of students who were undecided was 16.5 percent, which is 6.7 percent more than disagreed. Twenty and three-tenths percent of the males and 11.1 percent of the females were undecided. Only 8.9 percent of the males and 11.1 percent of the females disagreed with the statement. Sixty-nine and seven-tenths percent of the males and 74.1 percent of the females agreed.

Implications. Although the previous statement regarding the courses offered at OCC received a higher rating, the students gave a relatively high rating to the statement regarding the content of courses offered at OCC, with 61.6 percent more of the students agreeing than disagreeing. The females, by 4.4 percent, gave a higher rating than the males, which is not a significant difference.

TABLE 29--THERE WAS NO DIFFICULTY TRANSFERRING THE CREDITS FOR MY MAJOR TO THE FOUR-YEAR SCHOOL I ATTENDED

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Omits	
	f	%	f	%	f	%	f	%	f	%	f	%
m	3	3.8	10	12.7	6	7.6	32	40.5	27	34.2	1	1.3
f	0		2	3.7	1	1.9	25	46.3	24	44.4	2	3.7
tot	3	2.3	12	9.0	7	4.5	57	42.9	51	38.3	3	2.3

Summary. Eleven and three-tenths percent of the students disagreed and 81.2 percent agreed that there was no

difficulty transferring their credits for their major to the four-year college. Sixteen and five-tenths percent of the males and 3.7 percent of the females disagreed with the statement. Seventy-four and seven-tenths percent of the males and 90.7 percent of the females agreed. Sixty-nine and nine-tenths percent more of the students agreed than disagreed with the statement.

Implications. The majority of the students had no difficulty transferring credits for their major to the four-year college. The females gave a higher rating to the statement than the males, with 16 percent more of the females than the males agreeing with the statement and none of the females strongly disagreeing with the statement. The variation in the higher rating by the females by 16 percent may deserve further study.

Compared to the national study by Knoell and Medsker, in which more than half of the students lost some credit in transferring, only 11.3 percent of the OCC students reported losing credit in their major field. At OCC, the statement was limited to the student's major field of study. Comparatively, OCC received a much higher rating. However, in the national study, fewer than 15 percent of the students viewed the loss as serious and fewer than 10 percent lost a substantial amount of credit.[1]

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[1] Ibid., p. 61.

TABLE 30--I LOST CREDIT IN TRANSFERRING TO THE FOUR-YEAR COLLEGE BECAUSE OF CONVERSION FROM QUARTER HOURS TO TRIMESTER HOURS

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Omits	
	f	%	f	%	f	%	f	%	f	%	f	%
m	29	36.7	35	44.3	6	7.6	7	8.9	0		2	2.5
f	26	48.1	22	40.7	2	3.7	2	3.7	0		2	3.7
tot	55	41.4	57	42.9	8	6.0	9	6.8	0		4	3.0

Summary. Eighty-four and three-tenths percent of the students disagreed and only 6.8 percent agreed that they lost credit in transferring because of conversion from quarter hours to trimester hours. Eighty-one percent of the males and 88.8 percent of the females disagreed with the statement. Only 8.9 percent of the males and 3.7 percent of the females agreed. None of the students strongly agreed with the statement, whereas 41.4 percent strongly disagreed.

Implications. The students either encountered very little difficulty transferring credits to a college or university employing the semester system and/or very few students transferred to a college or university enrolling students on a semester basis which differs from OCC's quarter enrollment basis.

Summary. As indicated in Table 31, only 20.3 percent of the students disagreed and 51.8 percent agreed that the four-year college has more money to spend on equipment and

TABLE 31--THE FOUR-YEAR COLLEGE HAS MORE MONEY TO SPEND ON EQUIPMENT AND MATERIALS TO GLAMORIZE THE COURSES THAN DOES OCC

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Omits	
	f	%	f	%	f	%	f	%	f	%	f	%
m	4	5.1	11	13.9	20	25.3	27	34.2	16	20.3	1	1.3
f	5	9.3	7	13.0	14	25.9	20	37.0	6	11.1	2	3.7
tot	9	6.8	18	13.5	34	25.6	47	35.3	22	16.5	3	2.3

materials to glamorize the courses than does OCC. Only 19 percent of the males and 22.3 percent of the females disagreed to the statement. Fifty-four and five-tenths percent of the males and 48.1 percent of the females agreed. Twenty-five and six-tenths percent of the students were undecided. The percentage of undecided exceeded the percentage of students who disagreed by 5.3 percent.

Implications. The fact that 51.8 percent of the students agreed that the four-year college has more money to spend on equipment and materials, which is 31.5 percent more than disagreed, may be significant in that perhaps OCC could and would strengthen any weakness in curriculum with more money to spend on curriculum as well as other areas. The 25.6 percent of the students who were undecided may not have had knowledge of the financial status with which to make a justifiable rating.

TABLE 32--ALL STUDENTS SHOULD TAKE AS MANY GENERAL REQUIREMENT COURSES AS POSSIBLE AT OCC

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Omits	
	f	%	f	%	f	%	f	%	f	%	f	%
m	2	2.5	6	7.6	9	11.4	26	33.0	35	44.3	1	1.3
f	1	1.9	4	7.4	7	13.0	13	24.1	28	51.9	1	1.9
tot	3	2.3	10	7.5	16	12.0	39	29.3	63	47.4	2	1.5

Summary. Only 9.8 percent of the students disagreed and 76.7 percent agreed that all students should take as many general requirement courses as possible at OCC. Ten and one-tenth percent of the males and 9.3 percent of the females disagreed with the statement. Seventy-seven and three-tenths percent of the males and 76 percent of the females agreed. Twelve percent of the students were undecided. Eleven and four-tenths percent of the males and 13 percent of the females were undecided.

Implications. The fact that 76.7 percent of the students agreed that all students should take as many general requirement courses as possible at OCC supports Knoell and Medsker's implications, based on findings of the national study, that most students should be urged to remain in junior college until they can transfer with full upper-division standing, with all lower-division requirements met, and with

various prerequisites satisfied.[1] It was observed that the student who stays in the junior college for his full two years tends to be more successful when he transfers.

TABLE 33--I TOOK SOME COURSES AT OCC THAT WERE NOT REQUIRED AT THE FOUR-YEAR COLLEGE

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Omits	
	f	%	f	%	f	%	f	%	f	%	f	%
m	6	7.6	20	25.3	2	2.5	43	54.4	7	8.9	1	1.3
f	3	5.6	17	31.5	0		22	40.7	10	18.5	2	3.7
tot	9	6.8	37	27.8	2	1.5	65	48.9	17	12.8	3	2.3

Summary. Only 34.6 percent of the students disagreed and 61.7 percent agreed that they took some courses at OCC that were not required at the four-year college. Thirty-two and nine-tenths percent of the males and 37.1 percent of the females disagreed with the statement. Sixty-three and three-tenths percent of the males and 59.2 percent of the females agreed.

Implications. The fact that 27.1 percent more of the students agreed that they took some courses at OCC that were not required at the four-year college probably implies that they took elective hours to complete their schedule for graduation. It does not necessarily imply that they lost

[1] Ibid., p. 99.

credit for the courses at the four-year college inasmuch as only 11.3 percent of the students had any difficulty transferring the credits for their major and only 6.8 percent of the students reported losing any credit in transferring because of conversion from quarter hours to trimester hours. Attention given to this area of the curriculum would perhaps clarify any need for emphasis to be placed on scheduling of courses.

TABLE 34--OCC DID AN EXCELLENT JOB OF PREPARING ME FOR MY MAJOR

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Omits	
	f	%	f	%	f	%	f	%	f	%	f	%
m	3	3.8	15	19.0	17	21.5	33	41.8	10	12.7	1	1.3
f	1	1.9	7	13.0	15	27.8	20	37.0	9	16.6	2	3.7
tot	4	3.0	22	16.5	32	24.1	53	39.8	19	14.3	3	2.3

Summary. Only 19.5 percent of the students disagreed and 54.1 percent agreed that OCC did an excellent job of preparing them for their major. Twenty-two and eight-tenths percent of the males and 14.9 percent of the females disagreed with the statement. Fifty-four and five-tenths percent of the males and 53.6 percent of the females agreed. Twenty-four and one-tenth percent of the students were undecided. Fourteen and three-tenths percent of the students strongly agreed while only 3 percent strongly disagreed.

Implications. The students rated OCC relatively high in preparing them for their major, with 34.6 percent more of the students agreeing than disagreeing and 11.3 percent more strongly agreeing than disagreeing. Too, the word "excellent" in the statement may have given the students a connotation to cause them to be conservative in their rating inasmuch as 24.1 percent of the students were undecided.

TABLE 35--CLASSES WERE SOMEWHAT LARGER AT THE FOUR-YEAR COLLEGE THAN AT OCC

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Omits	
	f	%	f	%	f	%	f	%	f	%	f	%
m	2	2.5	19	24.1	12	15.2	28	35.4	16	20.3	2	2.5
f	2	3.7	23	42.6	7	13.0	8	14.8	12	22.2	2	3.7
tot	4	3.0	42	31.6	19	14.3	36	27.1	28	21.1	4	3.0

Summary. Only 34.6 percent of the students disagreed and 48.2 percent agreed that classes were somewhat larger at the four-year college than at OCC. Only 26.6 percent of the males and 46.3 percent of the females disagreed with the statement. Fifty-five and seven-tenths percent of the males and 37 percent of the females agreed.

Implications. The difference of only 13.6 percent more of the students agreeing than disagreeing may not be meaningful. There was a difference of 18.7 percent more of the males agreeing with the statement than the females which

may imply that more of the classes in which the males were enrolled were larger than were the classes in which the females were enrolled. However, the difference was not sufficient to draw a conclusion.

TABLE 36--THERE IS MORE "RED TAPE" AT A FOUR-YEAR COLLEGE

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Omits	
	f	%	f	%	f	%	f	%	f	%	f	%
m	1	1.3	3	3.8	5	6.3	32	40.5	36	45.6	2	2.5
f	1	1.9	2	3.7	3	5.6	24	44.4	22	40.7	2	2.5
tot	2	1.5	5	3.8	8	6.0	56	42.1	58	43.6	4	3.0

Summary. Only 5.3 percent of the students disagreed and 85.7 percent agreed that there is more "red tape" at a four-year college. Five and one-tenth percent of the males and 5.6 percent of the females disagreed with the statement. Eighty-six and one-tenth percent of the males and 85.1 percent of the females agreed. Only 6.0 percent of the students were undecided. Six and three-tenths percent of the males and 5.6 percent of the females were undecided.

Implications. The fact that 85.7 percent of the students agreed and only 5.3 percent disagreed that there is more "red tape" at a four-year college indicates that there are advantages in completing the first two years at a junior college. It gives the student an opportunity to adjust to college life on a smaller scale and to adequately prepare

himself or herself for the entrance to the upper-division work with few transition difficulties.

TABLE 37--AT OCC, THERE WAS A WELL-PLANNED COURSE SEQUENCE

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Omits	
	f	%	f	%	f	%	f	%	f	%	f	%
m	1	1.3	7	8.9	20	25.3	46	58.2	4	5.1	1	1.3
f	1	1.9	7	13.0	8	14.8	29	53.7	7	13.0	2	3.7
tot	2	1.5	14	10.5	28	21.1	75	56.4	11	8.3	3	2.3

Summary. Only 12 percent of the students disagreed and 64.7 percent agreed that there was a well-planned course sequence at OCC. Only 10.2 percent of the males and 14.9 percent of the females disagreed with the statement. Sixty-three and three-tenths percent of the males and 66.7 percent of the females agreed. Twenty-one and one-tenth percent of the students were undecided. Twenty-five and three-tenths percent of the males and only 14.8 percent of the females were undecided.

Implications. The students rated very highly the curriculum planning at OCC with 64.7 percent of the students agreeing and only 12 percent disagreeing with the statement. Only 1.5 percent of the students strongly disagreed with the statement, while 8.3 percent strongly agreed.

TABLE 38--I HAD NO PROBLEMS, EITHER SOCIALLY OR ACADEMICALLY AT THE FOUR-YEAR COLLEGE TO WHICH I TRANSFERRED

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Omits	
	f	%	f	%	f	%	f	%	f	%	f	%
m	3	3.8	18	22.8	11	13.9	29	36.7	17	21.5	1	1.3
f	2	3.7	8	14.8	3	5.6	27	50.0	12	22.2	2	3.7
tot	5	3.8	26	19.5	14	10.5	56	42.1	29	21.8	3	2.3

Summary. Only 23.3 percent of the students disagreed and 63.9 percent agreed that they had no problems, either socially or academically at the four-year college to which they transferred. Twenty-six and six-tenths percent of the males and 18.5 percent of the females disagreed with the statement. Fifty-eight and two-tenths percent of the males and 72.2 percent of the females agreed.

Implications. OCC had done exceptionally well in the performance of its services to its students with 63.9 percent of the students agreeing that they had no social or academic problem at the four-year college to which they transferred. The males, however, did not rate OCC on this statement as high as the females, with 14 percent fewer of the boys agreeing. This may be due to financial problems. The economic plight of the junior college students was one of the threads that ran throughout Knoell and Medsker's entire study.[1]

[1] Ibid., p. 69.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

SUMMARY

This study was designed to evaluate the instructional, curricular, and personnel services to the transfer students at OCC to ascertain how effectively the college was meeting the needs of those it serves. One hundred thirty-three or 51.4 percent of the questionnaires sent to 259 students were returned. The results of the study were based on the responses to these questionnaires, statements by students on open-end questionnaires and interviews, and academic performance records of students.

Assuming the reports of the students made after transfer reflect their true evaluation, the transfer students as a group were exceedingly well satisfied with the services at OCC. They were asked by questionnaire to give several indications of their feelings about OCC as a junior college and then to make specific ratings of the instructional, curricular, and personnel services they received. In interviews and on the questionnaires, the students stated that their training and experiences at OCC had been beneficial to them, personally, and they recommended it for other students to follow. They

rated highly both the quality of the OCC faculty and the courses offered as preparation for senior college work. They gave their most favorable ratings to their instructors' knowledge of subject matter, their ability to teach and their deep interest in their students. This is not to say that all instructors in all courses taught all students equally well. However, both the generalizations and the specific evaluations made by the students after transfer conveyed the strong impression that they were enthusiastic advocates of OCC.

The transfer students gave less favorable ratings to the academic advising at OCC than they did to various aspects of the instructional program. This pertained only to the statement regarding the faculty advisers being well-informed regarding courses that the students needed for their major at the four-year college. With 38.4 percent of the students disagreeing and 39.1 percent agreeing with the statement, this was not considered a poor rating, but it was not rated as favorable as many of the other services performed by the faculty advisers. Forty-eight and nine-tenths percent of the students agreed that the counselors in the student personnel department at OCC were well-informed regarding the courses that the students needed for their major at the four-year college. Thirty and one-tenths percent of the students were undecided. The rating for the counselors in the personnel services department pertaining to this specific advisement information was higher by only 8.8 percent than that given the faculty advisers.

As indicated by Table 10, fifty-one and nine-tenths percent of the students reported that the guidance counselors at OCC need more knowledge of the four-year colleges and their programs. Also, 84.2 percent of the students agreed that OCC should advise the students in outline form as to what courses the four-year college requires for their major.

The quality of the instruction at OCC received a very favorable rating from the students who transferred to a four-year college. As indicated in Table 3, 54.9 percent of the students rated the instructors at OCC as well qualified as the instructors at the four-year college.

The transfer students rated the training received at OCC exceptionally high with 71.4 percent of the students agreeing that they were as well as or better prepared than most junior college students. This rating correlates positively with previous ratings regarding qualifications of instructors, quality of instruction, curricular offerings, and the grade point average at the four-year colleges the OCC transfer students attended and as reported in the national study of performance of students by Knoell and Medsker.

The students' opinions of the counseling by the personnel services and academic advising, however, were more favorable than their feelings toward comparable services in the four-year colleges to which they transferred.

CONCLUSIONS

The effectiveness of the curricular, instructional, and personnel services to the transfer students at Olney

Central College was rated very high by the students. Very high ratings were given to such areas of services as curricular offerings, content of courses, well-planned course sequences, counseling, instructors' qualifications and willingness to help the students. The students' performances at the four-year college they attended were as good as or better than those of most other transfer students. The less favorable rating was given to faculty advisement and personnel services' advisement regarding the requirements for the students' majors at the four-year college, although this was not a very low rating. On the whole, indications are that OCC students are well prepared and ready for the academic work at the four-year college.

RECOMMENDATIONS

Although the transfer students gave high ratings for the services performed for them at OCC, no institution is performing its services so well that it cannot do better. Improvement in the record is still possible. While OCC has made great strides and has done exceptionally well in the performance of its services to the students, some suggestions appear particularly significant. The following suggestions parallel the recommendations by Knoell and Medsker in their national study of transfer students:[1]

1. Obtain more information on a continuing basis concerning the relative success of transfer

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[1] Ibid., pp. 82-101.

students in different types of four-year colleges and programs. The proper matching of transfer student and four-year college at the upper-division level is an important goal.

2. Improve communication among the colleges perhaps by means of informational brochures, course equivalency lists, guidance materials, and reports of studies of junior college transfer students.

3. Provide more and accurate information regarding the requirements for the students' majors at the four-year college to which the students transfer. The students may be advised in some written form, perhaps by means of a brochure or some similar form, as to what courses the four-year college requires for the students' majors.

4. Improve both faculty and personnel services' advisement to students regarding their major fields of study.

5. Encourage most students to remain in junior college until they can transfer with full upper-division standing, with all lower-division requirements met, and with various prerequisites satisfied. An analysis of the records would in many instances reveal specific transfer problems which could be remedied, enabling an even larger number of transfer students to graduate on time and also avoiding the loss of some students who drop out because of the lack of some minor requirement which often may have been met in junior college.

6. Encourage former transfer students to return to discuss their problems with former counselors and instructors.

7. Analyze the composition, characteristics, and achievements of the graduating classes to find out what kind of students are most successful in their programs.

8. Examine annually the grade point differentials with each four-year college to which a sizeable number of OCC students transfer.

9. Strive for more innovation and experimentation in search for ways to improve the learning situation when deemed helpful, provided that adequate finances are available.

10. During the second year, the slower pace which sometimes characterizes the junior college instruction could be accelerated, with substantial benefits accruing to the students who transfer to four-year colleges and universities. Methods of instruction, techniques for evaluation, assignments for reading and term papers could be made to approximate four-year institution instruction somewhat more closely as the time approaches for the students to transfer.

It is important that the junior college accept the challenge to teach successfully and to seek out all possible ways and means to ensure that instruction is effective. In all areas of services, curricular, instructional, and personnel, efforts should be put forth to erase any deficiencies, and it is suggested that systematic research be employed to evaluate the effectiveness of services and to identify any deficiencies.

APPENDIX A

O L N E Y C E N T R A L C O L L E G E
Olney, Illinois
62450

As an indication of your college's continuing interest in you, we are seeking your opinion of the college and its service to you. Your assistance will serve to measure such items as effectiveness of instruction, curriculum, and student personnel services. It will embrace three basic concepts: (1) clarifying the objectives of the college (2) identifying the important tasks among its many activities, and (3) evaluating the effectiveness of its program and efforts.

As a former student, you can offer us an objective evaluation of our successes and inadequacies. We believe that your remarks will help us to do a better job for the students who will follow you at OCC. The enclosed questionnaire is the method by which you can help us to continue a program of studies which will be meaningful and helpful.

The attached sheets contain questions concerning the college's services to you. Will you please write (briefly) your thoughts and opinions concerning these areas. Please do not put your name on any of the sheets. Return the attached sheets with your responses in the self-addressed stamped envelope to Student Personnel Office, Administrative Building, Olney Central College.

Respectfully,

R. T. Emrick

md

Enclosure

APPENDIX B

STATEMENTS MADE BY STUDENTS RESPONDING TO OPEN-END QUESTIONS

IN GENERAL, DO YOU FEEL SATISFIED WITH THE TRAINING OFFERED BY OCC?

Yes, I was satisfied with my courses at OCC. I was able to get most of my general studies at OCC and concentrate on my major when I got to Eastern.

Yes, I feel that the courses offered were sufficient to meet requirements. Many of my courses were very personalized and I liked this aspect very well. My . . . courses were especially good.

Yes, the only difference I found between OCC and a four-year college was the larger variety of courses offered. The teaching staffs were equivalent at both institutions, and the only variance in quality was solely that of the teacher.

Yes, I feel I was prepared for a four-year college. I pretty well maintained my grade-point average and didn't meet any unexpected difficulties.

Generally, I was satisfied with OCC's training. It gave me a good strong background for completing my . . . major.

Yes, except my field was not introduced to me until I attended EIU.

Yes, it gave me a good general background. I liked OCC and think it does an excellent job.

The courses offered when I enrolled were fine for the first two years of college. There were general courses to satisfy all but my major.

Yes, I felt that the instruction at OCC was . . . exceptionally fine.

Yes, it fully prepared me for the four-year college that I attended. From my observations,

I was as well prepared or better than the students who spent their first two years at the four-year school.

Yes, the courses offered at OCC seemed to give me a very good basic background for courses I took at Eastern.

Yes, I find the training here no better than that at OCC.

Yes, without the chance to attend a college in my hometown I could not have afforded to attend four years of school.

In my particular case, I believe that the training was satisfactory, because in my opinion the training offered and the results are based upon what the individual makes of it.

I don't think the training that I received at OCC can be judged or compared with my training in a four-year college. In that it gave me general requirements that I will need for graduation, OCC served its purpose. However, the training itself cannot be compared in the two schools, simply because OCC did not offer any of the technical courses in my major . . . . So, since very little that I took at OCC was needed at the U of I, I would have to say that my main source of satisfaction with my courses at OCC lies in the fact that the courses fulfilled requirements.

The general courses offered permitted me to concentrate mainly on my major and minor fields of study at the four-year college.

WERE YOU COUNSELED PROPERLY AT OCC FOR THE COURSES IN YOUR MAJOR?

No! As far as my advisor was concerned I was given all the proper courses. However, I was twice wrongly advised . . . .

No. I was counseled to take courses that, I later found out, were not necessary for my Jr. Hi [sic] major.

Yes, for what its [sic] worth. At the time I enrolled at OCC, my counselor knew nothing about

my major field. The only time I ever consulted him was to obtain his signature on my registration forms. However, I blamed this on the fact that the college was still in its infancy at that time.

Yes, Chicago State College accepted all my courses in my major although I did lose credit when they converted quarter hours to trimester hours.

Yes, I was counseled properly in most cases. I had my mind made up and I had an Eastern catalogue to go by, so there was little room for error.

Not in H. Ec.

Yes, I took mostly general requirements at OCC.

Yes, I had fulfilled many of my requirements for EIU at OCC. My advisor seemed well informed on courses that I needed for my major and general studies courses.

Yes, . . . did a very fine job of counsiling [sic].

Yes, for the most part. However, I believe this part of your program could be improved.

Yes and no. There seemed to be a breakdown of communication between OCC and Eastern. I was counseled on various courses concerning my major but transfering [sic] them for credit toward a major at Eastern was another matter.

I was. Although I heard many complaints, I had no trouble at all.

Yes, I feel that 90% of a students [sic] counseling can be obtained from a college catalog.

Yes, my advisor was previously a student at EIU, therefore making him knowledgeable of the requirements of that particular institution.

Not by my assigned advisor, at any rate. I was supposed to be taking courses in preparation for studying engineering. My advisor at OCC was an English teacher who knew nothing about Engineering

or Mathematics. I was forced to seek counseling from teaches [sic] in my major field and then fill out forms and simply have my advisor sign them.

The major complaint I have is that I was advised by faculty that were not involved in my major field and did not seem to care.

DID YOU RECEIVE FULL CREDIT AT THE FOUR-YEAR INSTITUTION FOR ALL COLLEGE LEVEL COURSES COMPLETED AT OCC?

Yes.

Yes.

Yes.

No. I had planned to go to Eastern and would probably have received full credit there. But I transferred to Chicago State College. I lost credit for some . . . courses and also when they converted quarter hours to trimester hours.

Yes.

Yes.

Yes.

No. Some of the . . . courses I took were not transferred since Rolla doesn't require as many electives as I had taken. If (the subject) had been offered at OCC then I would not have had this problem.

Yes.

Yes.

Yes.

Yes.

Yes. Full credit was given for all my courses but some courses in my major . . . would not apply for a . . . major at Eastern.

Yes.

Yes.

No. I did not recieve [sic] credit for business economics. It was no fault of my advisor, because he had told me that the course would not transfer to EIU. I took it for the purpose of enhancing a much needed background in economics.

WAS YOUR GRADE-POINT AVERAGE AT THE FOUR-YEAR COLLEGE HIGHER OR LOWER THAN AT OCC?

No difference. For the most part the courses at OCC were just as hard as those at EIU. The biggest difference is that the courses at EIU require more outside projects and therefore are more time consuming.

Higher. The lower level courses, I feel, were less difficult and therefore, I made a higher average at OCC.

No difference. At first, a four-year college gave me problems. My first quarter placed me on probation, but I quickly recovered. At that time, someone ran a survey on Jr. College transfer and I was . . . egotistical enough to claim that there was no difference. I still maintain this idea, and would argue for the point.

No difference. Practically no difference! I had a high B+ average at OCC and a little lower B+ average at CSC.

No difference.

Lower. My grade-point average at both colleges was between 2.5 and 3.0.

No difference.

Higher. At O.R.U. I took courses in my major field which were easier for me rather than the general requirement which I took at OCC.

Lower. It was only slightly lower, however.

Lower. But only a little . . . .

Higher. I believe the reason for this was that I was taking courses in my major field which interested

me more, therefore I did better. As for the difference in toughness in grading I didn't notice any at all.

No difference. My grade-point average stayed about the same at Eastern though the course work seemed more difficult. I also think that on the whole I was more serious with my courses at Eastern than at OCC.

No difference.

Higher. My second two years were spent mainly in courses of my major, therefore my interest was easier held and I made better grades.

No difference. For that particular quarter, which I attended EIU, . . . I noticed no significant change in my average. In order to answer this question in all fairness I would have to attend EIU for a number of quarters and then compare achievement levels for an objective analysis.

Due to the necessity of time spent in my major field at the four-year institution, I feel it brought down my overall grade-point average. It is not much lower. The emphasis placed upon a tougher grading scale at the four-year institution has also lowered my GPA.

My cumulative average at OCC was 3.75 on a 4.00 basis. I am just now finishing my third semester at the U of I. My first semester I received a 4.235 on a 5.00 basis. The second semester I received a 5.00. And my prospects this semester are for somewhere between a 4.70 and a 5.00.

HOW DOES THE QUALITY OF INSTRUCTION AT OCC COMPARE WITH THAT OF THE FOUR-YEAR COLLEGE?

I feel that the quality of the instructors at OCC is equal to if not higher than EIU in some areas. There was more personal interest at OCC. I learned a lot at OCC.

My . . . courses at OCC were very good but my . . . courses were not as good.

As stated before, the quality of instruction lies only with the individual instructor. When I first entered OCC I brain washed [sic] myself into believing

the staff would be sub-standard, as a very few were, but as a whole I was wrong. OCC offered two of the finest instructors I have ever had the pleasure of meeting . . . .

The only courses I felt deficient in were a few . . . courses--my major. They expected us to know more theory than I was taught. Although I was very well prepared for the practical aspects.

You have a friendly atmosphere at a smaller college, more enjoyable to work in.

I could see very little difference.

The instruction is about the same, the only difference is the size of Rolla not allowing the personal contact with instructors as much as at OCC.

On an equal basis. There were good instructors at both schools and some poor ones at both schools.

I think I had excellent instructors at OCC. They compared favorably to EIU instructors.

It far exceeds the instruction I recieved [sic] at SIU . . . .

It compares favorably, in fact it might have been better because the instructors had more time for the student at OCC.

The quality of the instructors at OCC is very good, but the four-year college has more money to spend on equipment and materials to glamorize the courses.

Same, if not better because of more individual attention.

Equal. During my two years at OCC . . . I feel the staff was above average in competence.

I don't think that the quality of the instruction is much different, although at EIU the instructors may be more qualified or knowledgeable in certain fields because he is a professor or a Ph. D., but in my opinion the true quality of instruction depends

upon the amount of material being communicated. Many factors affect this, such as personalization and self-motivation.

At the institution I attend, the instructors are more concerned with the individual person and his needs. This causes the instructors to strive to a higher level of instruction. The majority of my instructors hold their doctorate degrees. The quality of instruction is a little higher.

Once again--they can't be compared in the technical fields--since OCC didn't offer any very technical courses in my field. In the nontechnical courses that I have taken at the U of I, I would have to rate the quality of instruction higher than that of OCC. All the non-tech courses I took at U of I were taught by Ph.D.'s.

WHAT RECOMMENDATIONS WOULD YOU MAKE TO OCC TO HELP TRANSFER STUDENTS?

Provide a guidance counsler [sic] or counslers [sic] who know about the universities and their programs. This would help transfer students on the right track as they get ready to go to a larger college.

Better counseling, more discussion and activity in . . . courses.

The counseling problem is really important here. OCC should drill students to the idea that they should know what school they will eventually transfer to, and, learn the basic requirements of that institution. These basics should be taken at OCC so that a transfer student can concentrate on his major and minor after transferring.

Students should be sure of the school they are going to transfer to and thus take the courses that school will accept and also should know what that school expects from them.

Have all of the courses that the students are supposed to have in their major for four years lined out, then they would know exactly what will transfer toward their degree.

I had no difficulties in transferring, so I really know of no recommendations to make.

Definitely get most all of the general requirements courses taken at OCC and to graduate from OCC. I think OCC does an excellent job in preparing the student for further education.

Make sure advisors know which courses are equivalent to the 4 yr. college requirements.

Don't transfer to EIU and don't pattern after the EIU curriculum.

About the only thing I can think of would be to make sure that the transfer student fully understands what he needs in his first two years, so that he does not have to spend more than two years at the four-year school.

A transfer student should decide early on the next school and to follow that school's catalogue on required course work. If there seems to be a problem or question of a course at OCC transferring on--the transfer student should be encouraged to contact the school for information concerning these courses--in writing--do not telephone.

Be aware of the requirements of the major in the four-year college and work towards that goal. The acquisition of these requirements is more important than an associate degree, if conflict exists.

Decide early were [sic] they want to transfer and fill the requirements of that school.

One recommendation I would make is that if the student is to take a succession of courses that are prerequisite . . . then I would advise taking all of them at the same institution. The knowledge attained in the previous courses determines how well the student will achieve in those remaining courses.

Counselors should become thoroughly informed as to the major curriculum and transferral of credits to the institution. Faculty advisors should be in the students' major field or his main interest.

If you know what you want to do when you transfer, or where you want to go--get a catalogue from the college and study it. Forget about your assigned advisor--or change it if need be. At any rate, get an advisor who knows about your field, and hopefully one who also knows a little bit about the college you're transferring to. Go over their program with him. Forget about an associate degree--take only the courses you need at the 4 yr. school.

WHAT DIFFICULTIES, IF ANY, DID YOU EXPERIENCE AT THE FOUR-YEAR COLLEGE WHICH YOU ATTENDED?

The only real problem I experienced was that of taking courses which I didn't need. It is awfully easy to get off the right track if you don't have a good advisor and you are new at a larger college.

The only difficulty I encountered of any consequence was that first quarter on probation. I still contend that I would have had the trouble, Jr. college or not. As for any other problems, they were of the variety that could easily give a student at any school. All in all, the two schools were identical in every respect except size.

I experienced few difficulties although I found that courses such as history and literature required a lot more reading than those at OCC. I also feel that I wasn't counceled [sic] properly regarding my minor.

There were no difficulties in transferring and adjusting. I made higher grades because I had more time to study. My advisor was much more helpful than the one I had here. I had no trouble getting to know other students.

I found out, that if you have the right person, who is your counseler [sic], you can skip certain requirements. Another thing, a [sic] instructor-student relationship was never established unless you had trouble in the class. Campus activities was a lot more fun if you lived on campus; if off campus, make sure you get into a house where the girls like to do things together.

Classes were somewhat larger and less personal at O.R.U.

I had no trouble adjusting. Of course the atmosphere at OCC was warmer and friendlier.

Too much to do in too little time.

Personally I didn't have any problems in these areas. I believe one of the major reasons for this was that I attended the smaller school first. In this way I learned how to do these things without the pressure of the large school.

The difficulty I had at a four-year college is that when I needed help I didn't know to what office or building to go to get help. It is amazing to find out how many people employed at a four-year institution do not know this either.

I had no difficulties whatsoever. I found SIU very agreeable.

I found the only real difference between OCC and a larger four-year school was the amount of red tape.

Due to the fact that EIU is a much larger institution than Olney, each student must accept more responsibility because of the impersonalization and the increased number of required duties to perform. In many cases the competition is greatly increased between students because many of the instructors base the grading scale upon the achievement of the class. In my opinion if the student is to do well depends upon the amount of self motivation [sic] and the amount of motivation that the immediate group (friends or roommates), which he associates himself with contains.

Some difficulties were experienced my first semester with grades (at least the first part of the semester). Incidentally, in order to get the grades I have gotten at the U of I, I have had to study about 10 times harder than I did at OCC. So, I really don't see how you can compare my grades at OCC with my grades at the U of I and make any conclusions as to the relative "hardness" or "easiness" of OCC.

Since I have transferred to an institution where a majority of the instructors and students are believers in Christ, the entire atmosphere is different. The

instructors are interested in the student as an individual person and not just one who takes up a seat. The student competition and examinations are tougher. Students and instructors realize the difficulty of finding jobs and being admitted to graduate schools. Therefore, the scholastic standards are higher.

IF YOU HAVE COMPLETED YOUR COLLEGE WORK AND/OR ARE NOT ATTENDING COLLEGE DURING THE REGULAR SCHOOL YEAR, PLEASE GIVE YOUR STATUS.

Graduated winter qtr., 1970-71 from EIU. I am now employed in the instructional television department of the Office of the Supt. of Public Instruction in Springfield as a Program Analysist. [sic].

I'm happy to say I graduated from Eastern only this week. At the present time, you could say that I'm happily unemployed, but all good things must end.

I graduated in 1969 and am a substitute teacher for the Robinson School District. I am also a housewife and a mother of two. I am waiting for an opening in this area for full-time employment.

I have graduated from Eastern. Presently I am unemployed, but I hope to have a teaching job by September. I have a few comments of my own. I really enjoyed OCC while I was there. I was involved in activities and I made very good grades. I think that its classes are good but the teachers pamper the kids in some cases--the classes just aren't tough compared to a university's. OCC was a good school, but it has dropped drasticly [sic] in two years. I think the vocational program on the whole is good. But I'm waiting to see what the graduates do before I form an opinion of it, in particular, the nursing graduates. The newspaper has kept its quality, basicly [sic]. I minored in journalism and I can see the paper's good points and bad. But the yearbook has dropped in quality. OCC is too high school-ish.

Graduated at EIU. Teaching at Noble High School--going on 3rd year. Married--no children.

I am employed in Lawrenceville, Ill. and teach 4th grade. I graduated from Eastern Illinois University March, 1970.

A 1971 graduate of Oral Roberts University majoring in Health, Physical Education, and Recreation. June 10, 1971, I report for military duty with U. S. Air Force.

I graduated from EIU in the Spring of 1970. I am now teaching 4th grade at Grove Elementary School, Montrose, Ill.

I am a 7th and 8th grade science teacher in Illinois.

I was employed in the Windsor School district as a teacher and coach. I will again be employed there when I get out of the Army this year. I am a graduate.

I am a biology teacher at Cahokia High School--Dist. #187.

I have not completed my work in college.

Graduated from Murray State Univ. Now serving U. S. Army.

APPENDIX C

O L N E Y C E N T R A L C O L L E G E
Olney, Illinois
62450

As an indication of your college's continuing interest in you, we are seeking your opinion of the college and its services to you. Your assistance will serve to measure such areas as effectiveness of instruction, curriculum, and student personnel services. It will embrace three basic concepts: (1) clarifying the objectives of the college (2) identifying the important tasks among its many activities, and (3) evaluating the effectiveness of its program and efforts.

As a former student, you can offer us an objective evaluation of our successes and inadequacies. We believe that your responses will help us to do a better job for the students who will follow you at OCC. The aim of the areas of items is to determine how people such as you view the instruction, curriculum, and personnel services at Olney Central College.

Will you please mark the spaces on the answer sheet as explained on the enclosed pages. Please use a No. 2 pencil to blacken the spaces on the answer sheets. Please return the marked answer sheets and sheets of items as soon as possible. The sooner we receive the information from you, the sooner we will be in a position to analyze the results and help you and other students who follow you.

Respectfully,

R. T. Emrick

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Enclosures

APPENDIX D

Mark the appropriate position on the answer sheet for each response you select from the following choices:

1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

FOR EXAMPLE: If you strongly agree with the statement, blacken the fifth space on answer sheet as follows:

NOTE: Spaces for answers are arranged consecutively across answer sheet rather than down. Also, please mark area for sex on answer sheet. Use No. 2 pencil.

SERVICES OF FACULTY ADVISERS AT OCC

1. I was adequately advised by faculty personnel at OCC regarding transfer of courses to the four-year college where I attended.
2. At OCC I was advised by faculty advisers to take courses which were not necessary for my major at the four-year college I attended.
3. My faculty adviser at OCC knew nothing about my major field.
4. The only time I consulted my faculty adviser at OCC was to obtain his signature on my registration forms.
5. My faculty adviser at OCC was well informed regarding courses that I needed for my major at the four-year college.
6. At OCC, my faculty adviser was much more helpful than the one I had at the four-year college.

SERVICES OF COUNSELORS IN STUDENT PERSONNEL OFFICE AT OCC

7. I was adequately counseled by the student personnel department at OCC regarding transfer of courses to the four-year college I attended.
8. My counselor in the student personnel department at OCC knew nothing about my major field.

9. My counselor in the student personnel department at OCC was well informed regarding the courses that I needed for my major at the four-year college.

10. Guidance counselors at OCC need more knowledge of the four-year colleges and their programs.

11. OCC should advise the students in outline form as to what courses the four-year college requires for their major.

12. At OCC, the counseling staff in the student personnel department was willing and able to help in solving my problems.

Mark the appropriate position on the answer sheet for each response you select from the following choices:

1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

INSTRUCTION

13. The training at OCC gave me a good background for completing my major.

14. I pursued the same major at the four-year college.

15. OCC does an excellent job of preparing students for transfer to the four-year college.

16. The courses at the four-year college are more time consuming.

17. My grade point average at the four-year college was lower than at OCC.

18. The grading at OCC is tougher than at the four-year college.

19. I was more serious about my courses at the four-year college than at OCC.

20. The quality of instruction at OCC is higher than that of the four-year college.

21. There was more personal interest from the instructors at OCC than at the four-year college.

22. There is a friendlier atmosphere at OCC than at the four-year college.

23. All of my instructors at OCC were well qualified and compared favorably to the instructors at the four-year college.

24. At OCC, I was as well as or better trained and prepared than most junior college transfer students.

25. At OCC, the instructors were always willing and available for help.

26. At OCC, the subject matter was presented to promote thinking and critical evaluation.

Mark the appropriate position on the answer sheet for each response you select from the following choices:

1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

CURRICULUM

27. The courses offered at OCC were sufficient to meet the general requirements at the college to which I transferred.

28. The content of courses offered at OCC gave me a very good basic background for courses which I took at the four-year college.

29. There was no difficulty transferring the credits for my major to the four-year school I attended.

30. I lost credit in transferring to the four-year college because of conversion from quarter hours to trimester hours.

31. The four-year college has more money to spend on equipment and materials to glamorize the courses than does OCC.

32. All students should take as many general requirement courses as possible at OCC.

33. I took some courses at OCC that were not required at the four-year college.

34. OCC did an excellent job of preparing me for my major.

35. Classes were somewhat larger at the four-year college than at OCC.

36. There is more "red tape" at a four-year college.

37. At OCC, there was a well-planned course sequence.

38. I had no problems, either socially or academically, at the four-year college to which I transferred.

APPENDIX E

O L N E Y C E N T R A L C O L L E G E
Olney, Illinois
62450

If you have not yet submitted your marked answer sheet to the research being conducted, will you please do so as soon as possible.

You were one of those selected to offer an evaluation of our services to you. With your help, we will be able to complete the research at an early date.

Your assistance is greatly appreciated. May we hear from you soon.

Sincerely,

R. T. Emrick
Research Project Director

bg

APPENDIX F

O L N E Y C E N T R A L C O L L E G E
Olney, Illinois
62450

Some of the former students at OCC have not returned the answer sheets to the research being conducted.

If you have not yet submitted your marked answer sheet, will you please do so as soon as possible.

You were one of those selected to offer an evaluation of our services to you. With your help, we will be able to complete the research at an early date.

All you need to do is to blacken the appropriate position across the answer sheet for each statement on the list of statements which you received and blacken the space for male or female. Do not print your student number or blacken the space for such. It will take only a few minutes to mark the answer sheet. We need your response as soon as we can get it.

Your assistance is greatly appreciated. May we hear from you soon. We need your answer sheet.

Sincerely,

R. T. Emrick
Research Project Director

bg

APPENDIX G

ANSWER DISTRIBUTION ANALYSIS

38 Items--Males and Females

Item	A/1	B/2	C/3	D/4	E/5	Omits
1	5	35	13	55	24	1
2	34	61	13	17	6	2
3	43	45	16	18	10	1
4	28	57	3	30	14	1
5	11	40	29	36	16	1
6	24	46	28	16	18	1
7	8	25	22	63	13	2
8	20	63	34	12	1	3
9	6	19	40	54	11	3
10	5	16	41	46	23	2
11	5	6	8	42	70	2
12	3	8	30	58	31	3
13	3	18	18	58	35	1
14	9	24	8	61	29	2
15	3	13	34	61	19	3
16	4	23	24	44	36	2
17	31	45	13	30	12	2
18	28	49	43	8	3	2
19	14	35	14	38	30	2
20	17	49	44	15	6	2
21	11	19	19	54	28	2
22	9	22	20	35	45	2
23	11	26	21	52	21	2
24	2	5	28	66	29	3
25	3	15	11	70	33	1
26	10	23	37	52	9	2
27	2	7	6	78	37	3
28	3	10	22	72	23	3
29	3	12	7	57	51	3
30	55	57	8	9	0	4
31	9	18	34	47	22	3
32	3	10	16	39	63	2
33	9	37	2	65	17	3
34	4	22	32	53	19	3
35	4	42	19	36	28	4
36	2	5	8	56	58	4
37	2	14	28	75	11	3
38	5	26	14	56	29	3

A/1 = Strongly Disagree
B/2 = Disagree
C/3 = Undecided
D/4 = Agree
E/5 = Strongly Agree

APPENDIX H

ANSWER DISTRIBUTION ANALYSIS

38 Items--Males

Item	A/1	B/2	C/3	D/4	E/5	Omits
1	2	21	9	38	9	0
2	15	42	9	10	3	0
3	20	30	12	11	6	0
4	16	32	2	21	8	0
5	7	26	16	22	8	0
6	13	25	19	12	10	0
7	4	14	15	42	4	0
8	9	47	15	8	0	0
9	3	11	23	40	2	0
10	5	13	22	27	12	0
11	5	5	4	26	39	0
12	2	4	16	40	17	0
13	3	11	11	33	21	0
14	8	19	5	31	16	0
15	2	7	18	40	12	0
16	2	17	12	31	17	0
17	22	26	9	15	7	0
18	16	26	28	6	3	0
19	7	17	7	28	20	0
20	10	31	25	9	4	0
21	7	10	14	31	17	0
22	7	10	12	22	28	0
23	7	13	13	37	9	0
24	2	3	15	42	17	0
25	1	10	6	40	22	0
26	5	14	18	37	5	0
27	2	6	4	47	19	1
28	1	6	16	42	13	1
29	3	10	6	32	27	1
30	29	35	6	7	0	2
31	4	11	20	27	16	1
32	2	6	9	26	35	1
33	6	20	2	43	7	1
34	3	15	17	33	10	1
35	2	19	12	28	16	2
36	1	3	5	32	36	2
37	1	7	20	46	4	1
38	3	18	11	29	17	1

A/1 = Strongly Disagree
B/2 = Disagree
C/3 = Undecided
D/4 = Agree
E/5 = Strongly Agree

APPENDIX I

ANSWER DISTRIBUTION ANALYSIS

38 Items--Females

Item	A/1	B/2	C/3	D/4	E/5	Omits
1	3	14	4	17	15	1
2	19	19	4	7	3	2
3	23	15	4	7	4	1
4	12	25	1	9	6	1
5	4	14	13	14	8	1
6	11	21	9	4	8	1
7	4	11	7	21	9	2
8	11	16	19	4	1	3
9	3	8	17	14	9	3
10	0	3	19	19	11	2
11	0	1	4	16	31	2
12	1	4	14	18	14	3
13	0	7	7	25	14	1
14	1	5	3	30	13	2
15	1	6	16	21	7	3
16	2	6	12	13	19	2
17	9	19	4	15	5	2
18	12	23	15	2	0	2
19	7	18	7	10	10	2
20	7	18	19	6	2	2
21	4	9	5	23	11	2
22	2	12	8	13	17	2
23	4	13	8	15	12	2
24	0	2	13	24	12	3
25	2	5	5	30	11	1
26	5	9	19	15	4	2
27	0	1	2	31	18	2
28	2	4	6	30	10	2
29	0	2	1	25	24	2
30	26	22	2	2	0	2
31	5	7	14	20	6	2
32	1	4	7	13	28	1
33	3	17	0	22	10	2
34	1	7	15	20	9	2
35	2	23	7	8	12	2
36	1	2	3	24	22	2
37	1	7	8	29	7	2
38	2	8	3	27	12	2

A/1 = Strongly Disagree
B/2 = Disagree
C/3 = Undecided
D/4 = Agree
E/5 = Strongly Agree

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